



# The Clearing House

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# The Clearing House

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VOL. 31

MARCH 1957

No. 7

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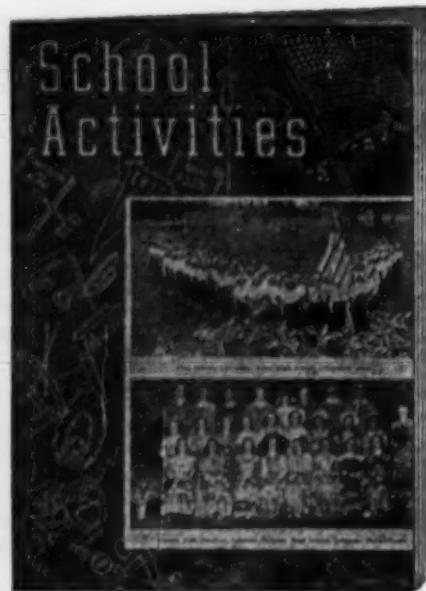
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# Any Noise in Your Classroom?

By STEWART W. HOLMES

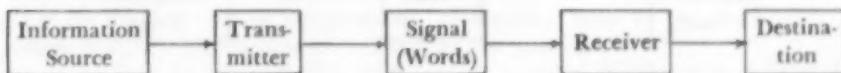
Is there any noise in your classroom?

Once upon a time, when I was a much younger teacher than I am now, the head of my department came into my classroom.

After a moment's observation he said in a drill sergeant's voice, "There's too much noise in here. Everybody sit up straight, face front, and listen to me." While he remained in the room talking to my students, there was no more noise. Physical noise, that is. Sound waves. But every head there was roaring inside with shock, surprise, apprehension, resentment, fear. These "semantic noises" were so loud that no one really heard what he said.

drowns out our messages. Such an awareness may help us take steps to eliminate some of this noise and hence increase the effectiveness of our teaching.

We may carelessly assume that if we speak "good English" any English-speaking person will know what we mean when we use words. Of course, if we pronounce our words poorly or too softly, our listener may get very little of what we say. Our transmitter is not working well. Or if the listener's ears are bad or he has a ringing in his head, he will get only a small percentage of our message. (His receiver isn't working well.) Let us indicate this by a diagram.



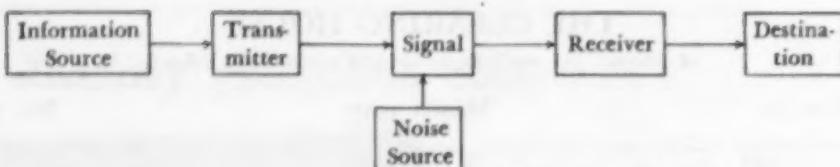
Are there any semantic noises in your classroom?

How many drops from our fountain of wisdom never get into those little pitchers before us? We pour out a flood of information hour after hour, day after day, expecting that the knowledge in our heads "up here" is passing through into the heads "out there." Then come feedback, re-citation, re-view, test. How disillusioning!

The purpose of these few remarks is to help awaken a keener awareness of the amount and the sources of semantic noise—the supersonic noise which inaudibly

Now suppose that there is nothing particularly wrong with our transmitter (our voice, in this instance) or with the receiver (the student's ears, in this instance). What else could happen? Well, what if a stratojet roared by just overhead. Our sound waves would be so buffeted and distorted by the sound waves from the jet that the student would not get our message. To take account of this noise factor we revise our diagram (page 388).

But suppose we have a clear idea, we articulate it clearly in "good English," there are no jets or busses roaring by, and

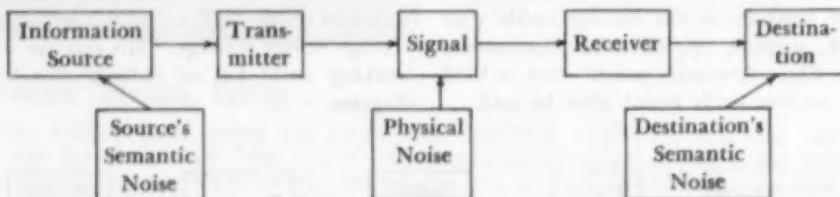


our students are sitting before us quietly. Does our message get across? If the answer to that question is "yes," please try this in any class. Stop suddenly in the middle of your remarks and have your students write (anonymously, of course, and as honestly as possible) what they were thinking of when you stopped talking. If 25 per cent record accurately your remarks just before and as you stopped, you are doing a good job of communicating. If 50 per cent do, you are doing a phenomenal job.

What happened in the other 50 or 75 per cent of the students? The message was blocked by semantic noise. We may diagram this situation thus:

is familiar to everyone—various witnesses describing an accident. Every witness tells a different story. Why? Each witness is a unique individual, with a unique personality and a unique set of experiences, needs, and purposes. Each witness interprets differently what his receiver records. Each witness, as he testifies, colors his interpretation, consciously or unconsciously, to produce the result he wants to see occur. Thus semantic noise has interfered with the witness' giving a perfectly accurate report of what happened.

Let us now examine some of the sources of the semantic noises which may interfere with the information source's transmitting



One example of semantic noise interfering with the transmission of the message

a clear signal. In other words, what may exist inside us, the teachers, which makes it difficult for our students to understand us?

(1) One source of semantic noise may be an insufficient knowledge of the learning process. Perhaps instead of saying "may be" we should say "is," since no one knows everything knowable about how human beings learn. But the behavioral scientists have discovered and written up much more about this process than most of us are acquainted with—and probably very much more than most of us use. To read up on this important field and to put what we learn to use in our classroom would sub-

#### EDITOR'S NOTE

*This intriguing title does not refer to disorder or boisterousness in the classroom. No indeed! It has to do with the sources and amount of semantic noises that are inaudible and hamper communication between teacher and pupils. The author is a member of the faculty at Boston University and quite naturally teaches courses in communication there. He also edits textbooks for D. C. Heath and Company.*

stantially reduce the amount of semantic noise from this source.

(2) Allied to this ignorance of the learning process may be ignorance of the factors making for readable writing and hearable speaking. How long and involved are our sentences? On what grade level are the words we are using in class? How much "padding" do we use between ideas to give our students time to take in each idea as it comes along? Does our language paint pictures and describe processes or is it predominantly abstract and definitional? Definitions and high-order generalizations are pretty noisy in young ears.

(3) Another source of semantic noise may be our lack of knowledge of our subject matter. Have we mastered the information we propose to dispense so that in our minds as we go into class we see clearly the main points and the facts supporting each one? Are we more than one step ahead of Johnny? Are we depending on the textbook too much? If we don't have a firm understanding of what we are going to talk about, the semantic noise is going to go up several decibels.

(4) Another source of noise may be a lack of preparation for transmitting this particular day's message. Have we planned the course of the lesson so that we may progress in orderly fashion from the known to the unknown, so that we have all the teaching aids marshaled ready for use at the right moment, so that—well, you know how a class should be planned.

(5) How about our pep, vim, and vigor? Are we in good shape to stand the irritations of the day; are our eyes sparkling; are we awake and strong enough to feel friendly toward the whole world—or at least toward every one of our students? A powerful radio transmitter gets the broadcast into more homes than does a feeble one.

(6) Lack of interest and boredom are, of course, two very obvious sources of semantic noise.

(7) Let's think of just one more source of the sender's semantic noise before we go on to see what is happening to the receivers. How about our motivations? Maybe some of us are so accustomed to censoring our self-knowledge that we have never been conscious of aught but the most noble motivations—in ourselves, that is. Most of us, however, realize that on occasion we are impelled in the classroom by other motivations than the single and pure desire to teach. Sometimes we say things—and say them in dogmatic ways—to impress our students with our superior knowledge and our superior wisdom. "When I speak, let no dog bark!" Sometimes we say something just to make a student feel good—especially toward us. Sometimes we may try to hurt him—and not for his own good, either. Sometimes we may misinform him in order to "get him out of our hair."

All such motivations color our choice of words and our manner of speaking (and of correcting papers and making out marks). All such motivations muddy the clear stream of our teaching communication. They are semantic noises interfering with the full and accurate transmission of our signal.

Now, then, what are some of the sources of semantic noise in the destination, i.e., in the student?

(1) Students themselves may often have irrelevant motivations. A student may wish to avoid embarrassment and thus may fail to let us know that he does not understand what is being said. He may wish to avoid getting in our bad graces by such co-operative action as pointing out how we might improve our behavior. He may want to show off by showing how bright he is. He may want to show off by defying or annoying us or bothering a classmate. He may want to hear us say something which he can report outside to our discredit.

Any such motivations mixed into his listening will distort his reception of what we are trying to transmit.

(2) Another source of semantic noise in the student is lack of proper preparation for listening. Listening is not a simple, automatic process. It involves decoding and transforming processes far more complicated than anything that takes place in the most complex electronic computer. Have our students had any specific training in listening?

(3) Sleepiness, low vitality, boredom make loud semantic noises. Continued repetition of such a stimulus as our voice will gradually deaden the sensitivity of the nerves in the receptor organ.

(4) Other stimuli hitting a student's sensorium may drown out our message—a quiet whisper, a glance from a friend, especially if the friend is the opposite sex.

(5) Negative conditioning in the past to such stimuli as he expects to experience in our classroom will almost deafen some students. We might be surprised at the amount of semantic noise which being exposed to "more grammar" will sometimes set up.

Well, what can we do about these semantic noises which get in the way of our communicating with our students?

(1) The first step is to become aware of the problem. We must examine ourselves for sources of semantic noise—examine our-

selves honestly and unremittingly. And we must be alert for such sources of noise in our students as they play their part in this process of communication.

(2) The next step is to try to get rid of each noise as we become aware of its actual—or incipient—existence. It is beyond the scope of this paper to suggest actual solutions. The solutions are either so general in their application that they are obvious or so particular in their application that each must be tailored to the specific situation.

As a general attitude I suggest a continual (not continuous!) checking to see how the messages are getting through. We must have feedback if we are to adjust our behavior continually for the better. We must remember that there is no such thing in the human world as automatic, 100 per cent perfect transmission of information. To convey the meaning in our head to Johnny's head we must encode our meanings—put them into sounds. Then Johnny must take these sounds and decode them to try to get our meanings. And this, with all these semantic noises on the line. No wonder we need to check to discover what—if anything—has been received at the other end of the line.

Any noise in your classroom?



## Education and Business—an Imperative Partnership

When teachers and taxpayers come together as people, people motivated by common ideals, people who love their country and who are committed to serving it, they will not longer be separated by misunderstanding. Misunderstanding is a road block. It can be a crippling deterrent toward constantly higher levels of living, which is the pattern of our society.

There was never a time in our history when education was as important to our well-being, to our very survival, as it is today. The ideological and physical conflicts which engulf the world must be resolved in the realm of the mind and the spirit.

Surely our free society cannot be preserved if our only defense is the matching of numerical forces against those who would destroy us.

When we interpret the greatness of America in terms of the superiority of automobiles, telephones, and bathtubs, we make the same terrible mistake as the followers of Karl Marx. Let us hope that our educational institutions will never fail to underscore the immutable truth that the integrity of the individual is the best insurance against the abject materialism that promises only a full stomach at the expense of an empty soul.—BOYD CAMPBELL in the North Central Association Quarterly.

# Legal Controversy over the Supreme Court's Decision

By

SAMUEL A. PLEASANTS

IT HAS BEEN one hundred years since the United States Supreme Court handed down its controversial ruling in the Dred Scott case of 1857, which helped to contribute to war in 1861. Not since then has the court been involved in such acrimony as it finds itself in at the present time over the interpretation of the "equal protection of the law" clause of the Fourteenth Amendment in particular and the philosophy of the amendment in general.

One of the many ideas having to do with the proposal and ratification of the Fourteenth Amendment was that the late Confederate States would be unable constitutionally to discriminate against the newly freed Negro. A clause embodying the equal protection of the law appears in nearly all drafts of the Fourteenth Amendment, and examination of Congressional proceedings confirms the importance attached to this concept. Those who favored this clause regarded it as an answer to that group, including President Andrew Johnson, who

questioned the constitutionality of civil rights legislation.

In 1873 the Supreme Court in the Slaughter House cases stated that the "prevading purpose" of the war amendments (13, 14, 15) was to achieve "freedom of the slave race, the security and firm establishment of that freedom, and the protection of the newly made freedman and citizen from the oppressions of those who formerly exercised unlimited dominion over him."

Yet by 1883 the court had apparently reversed itself in the Civil Rights Case. The court, speaking through Justice Bradley, assumed an adequate remedy under state law, thus rendering unnecessary any action by the federal government.

It was not long under this doctrine before the states began adopting the thesis of "separate but equal" accommodations. This thesis received the approval of the Supreme Court, *Plessy v. Ferguson*, 1896. In the majority opinion, it observed:

"If the two races are to meet upon terms of social equality, it must be the result of natural affinity. . . . This end can neither be accomplished nor promoted by laws which conflict with the general sentiment of the community upon whom they are designed to operate. . . . Legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences. . . ."

Justice Harlan in a minority report stated, "Our Constitution is color-blind and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law."

In the late 1930's and the 1940's the Supreme Court began placing judicial

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## EDITOR'S NOTE

*Of all the things we have read and heard about the issue of racial segregation or racial integration in public schools, this article strikes us as one of the most unbiased. It is neither prothis nor anti-that. Consequently, we have reason to believe that it will prove interesting reading to all teachers and principals regardless of what section of the nation they call home. The author is on the teaching staff of the Teaneck, New Jersey, campus of Fairleigh Dickinson University. His by-line appeared in THE CLEARING HOUSE for last April.*

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limits upon the "separate but equal" doctrine, particularly as it applied to professional training. Then came the decision of the Supreme Court in a cluster of cases on May 17, 1954, which in significance has been almost unmatched in American history. The educational pattern of twenty-one states and the District of Columbia were involved, representing some 40 per cent of the nation's public-school system.

Speaking for a unanimous court, Chief Justice Warren declared that "in the field of public education the doctrine of 'separate but equal' has no place." The opinions of the court are remarkable for their emphasis upon sociological factors rather than historical evidence.

The Supreme Court treated all of these cases as one because of the one dominant issue that served as a common bond—segregation. Extracts from the case follow:

This segregation was alleged to deprive the plaintiffs of the equal protection of laws. In each of the cases . . . a three judge Federal Court denied relief to the plaintiffs on the so-called "separate but equal doctrine" announced by this Court in *Plessy vs. Ferguson*. . . .

The plaintiffs contend that segregated schools are not "equal" and cannot be made "equal" and that hence they are deprived of the equal protection of the laws.

Our decision . . . cannot turn on merely a comparison of these tangible factors in the Negro and white school involved in each of these cases. We must look instead to the effect of segregation itself upon public education. . . .

We must consider public education in the light of its full development and its present place in American life. . . . Only in this way can it be determined if segregation in public schools deprives these plaintiffs of equal protection of law. . . .

To separate children from others of a similar age . . . solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore we hold that the plaintiffs . . . are . . . deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

The decisions of the Supreme Court in the matter aroused a great deal of controversy—both of an academic and, in recent months, of a physical nature. The American Bar Association *Journal* has done a service of considerable magnitude in presenting opposing views in its issue of April, 1956. The viewpoint of many Southern legal writers is upheld by the article written by Eugene Cook, attorney general of Georgia, and William I. Potter of the Missouri bar, while the contrary viewpoint is presented by George W. Stumberg, professor of law at the University of Texas. Quotations from both of these articles follow.

Messrs. Cook and Potter describe the cases as constituting a crisis in American constitutional law for these reasons:

1. They are a radical departure from the doctrine of *stare decisis* firmly established in American and English jurisprudence. Moreover, the Court, as hereinafter pointed out, sustains its conclusion by a reasoning process which was heretofore unknown to jurisprudence, which conflicts with prior opinions of the same Court less than five years old, and which is sharply deprecated even by those who otherwise approve the result of the decision. If the reasoning by which the Court arrives at its conclusion is fatally defective, is not the result itself fatally defective?

2. The Court has, without any implementing act of the Congress such as is required under the terms of the Fourteenth Amendment, and by an order unprecedented in judicial history, assumed the power under that Amendment to enforce commingling of the white and colored races in state-supported schools, thus rendering a nullity state laws providing for separate but equal educational facilities—an anomalous assumption of power that constitutes further encroachment by the central Government upon the rights reserved to the states and to the people by the Federal Constitution.

3. In construing segregated schools as unconstitutional and discriminatory against the Negro by reason of the equal protection clause of the Fourteenth Amendment, the Court reached the conclusion that the Negro was deprived of equal protection because the segregated school generated in him a feeling of inferiority that may (italics supplied) affect his heart and mind in a way *unlikely* (italics supplied) ever to be undone. To support this thesis it cited as authority college professors, psychologists and sociologists. Absent from the opinion

was reference to the effect on the hearts and minds of white children and their parents because of enforced commingling with Negro children. The state, in providing segregated schools, gave heed to this preference of white parents and their children, and, desiring that state maintained free public schools should exist to educate the children of both races, solved this basic human problem by enacting laws and providing for equal educational facilities in separate schools. Reason supports the soundness and fairness of the state program, and reason supports prior decisions of the United States Supreme Court since the adoption of the Fourteenth Amendment in 1868, upholding the constitutionality of state-maintained separate-but-equal educational facilities....

A judicial "finding" is, of course, supposed to be based on admissible evidence or on commonly accepted facts of which a court can take judicial notice, including congressional or state legislative declarations. In these cases the applicable congressional and state legislative declarations were to the contrary. Indeed, in 1946, Congress, in the national grants-in-aid legislation for school lunches, still in force, recognized the existence of separate school systems and merely required equal treatment, in the following language (42 U.S.C.A. 1760):

"If a state maintains separate schools for minority and for majority races, no funds made available pursuant to this chapter shall be paid or disbursed to it unless a just and equitable distribution is made within the state for the benefit of such minority races, of funds paid to it under this chapter."

Congress deliberately chose to recognize "separate but equal treatment" instead of requiring desegregation....

In its singlemindedness and preoccupation in seeking to justify a radically new construction of the equal protection clause of the Fourteenth Amendment so as to outlaw state segregated schools, it bypassed and overrode the much greater constitutional principles that the people are sovereign, that the national Government has only specific powers delegated to it by the Constitution, and that all other powers reside in the states and the people. The Court has thus dealt a vital blow to the very heart and framework of our constitutional republic, which fits in with the pattern set in recent years of encroachment by the executive and judicial depart-

ments upon the rights reserved to the states and to the people by the Constitution. When, by this process, the Constitution is finally completely whittled away without a vote of the people or consent of the states, the dreams envisioned by some of the authors cited by the Court are ready for attainment, and then comes death to liberty in America.

Professor Stumberg uses the following language in upholding the court's ruling:

It should go without saying that the due process and equal protection clauses of the Fourteenth Amendment are binding on all the states, not just some; also, the interpretations of those clauses by the Supreme Court are under our accepted theories of government equally binding. These statements have never been seriously questioned since the adoption of the Fourteenth Amendment....

The Court in speaking through Mr. Chief Justice Warren (see *Brown v. Board of Education*, 349 U.S. 394 (1955)) did not enter direct orders to the defendants which would have required immediate and indiscriminate admission of Negro students into schools hitherto reserved for whites. On the contrary the cases were sent back to the courts whence they had come for implementation of the constitutional principles which had been announced....

Nullification or interposition just will not work; nor will abandonment of publicly operated schools with the substitution of private schools, which will be segregated and to which tuition costs will be paid out of public funds. While there is no constitutional requirement that a state provide education at public cost, complete abandonment anywhere of state-subsidized education would be disapproved by a majority of the people.

In conclusion it may be well to remember that we are dealing with a legal question fraught with sociological problems. A pattern of life represented by some seventeen states in the union is directly involved. The solution to such a problem can be found only through patience and forbearing exercised by all sides, and a sincere desire to deal equitably with all views in this matter.

# So You're Going to Take GRADUATE WORK

By  
W. G. FORDYCE

MOST TEACHERS insist that teaching is a profession. As such, it must be characterized by continual professional growth and development. Over the years, particularly the last thirty, the bachelor's degree has become a standard requirement throughout the United States. In those communities where education is recognized as a vital force in American life, professional standards include an increasing requirement of graduate training. For the purpose of upgrading personnel in order to meet professional standards, the American public has provided for increases in salary and other benefits.

A number of purposes may govern teachers in their decision to undertake programs in graduate study. They may desire to improve their cultural level and for their personal satisfaction to demonstrate scholarship, which they believe is a primary factor in a teacher's efficiency. They may wish to become specialists, experts, or outstanding scholars in their particular fields, whether the field is a subject matter area in the secondary school or a specialization in some phase of elementary education. A third general purpose of graduate study is to pre-

pare for promotion. For a public-school teacher, promotion may mean transfer to college instruction or to school administration. For purposes of discussion, school administration is defined to include pupil personnel, the principalship, guidance, and the superintendency.

In planning their programs of graduate study, teachers need to consider their personal qualifications and background, their interests, and their possible future development. Certainly after a year or two of teaching they need to discuss some of their personal qualifications with their principals, supervisors, and some members of a college staff. These people have an opportunity to observe developing abilities. They also have an obligation to encourage teachers to prepare themselves for their future. Teachers of four or five years' experience often comment: "I like teaching in a classroom and am not interested in being an administrator or holding any position other than that of a teacher." Almost every person in the profession who regards it as such and who likes children has at some time in his career had this very same feeling. With experience and maturity, however, some become dissatisfied with their own efforts as classroom teachers and develop a desire for the challenges in other jobs; therefore considerable self-study should accompany career-planning analysis.

Graduate training is expensive. It involves something more than just taking courses on the graduate level. One element of all graduate training is research. Even in those colleges which no longer require a thesis for a master's degree, requirements are substituted which are basically dependent upon research. Any graduate school

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#### EDITOR'S NOTE

*Why do teachers enter graduate schools of education? To improve their teaching? To qualify for salary increments? To gain promotion to the administrative or supervisory field? The author comments on these questions and then asks if graduate schools of education have set up too rigid a pattern of training. He is superintendent of schools at Euclid, Ohio.*

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which does not continue to emphasize the research factor cannot be a good graduate school. It therefore follows that the teacher starting graduate training needs to make some decision as to its direction. If, after a reasonable analysis of his own abilities, interests, and ambitions, the teacher decides that his career is to be a classroom teacher, he is probably wasting his time in working for advanced degrees in fields other than his specialty. For this individual, therefore, a program of graduate training should be aimed at producing a happier and more effective job of classroom teaching. It suggests that the major field for a master's degree for a person making this decision should be in his field of specialization, whether elementary education with perhaps a specialization in reading or one of the subject matter areas on the secondary level. A minor field in guidance, child study, or some phase of pupil personnel and administration is insurance for future changes in his career ambition.

Graduate training is related to certification and changes in certification which may take place. For those who desire to teach in colleges, the fact must be faced that teaching positions on the college level require a doctorate. Doctoral requirements call for at least a full year of campus residence after the completion of a master's degree.

To the teacher who has family responsibilities this presents a real problem in finance. For those with the ambition and the necessary requirements in scholarship, most universities have available assistantships and outright grants in the form of fellowships which may assist the candidate in earning this degree. Regardless of personal qualifications and financial ability to undertake this program, it does require sacrifices which are financial and personal in nature. Since the greatest screening of candidates takes place on the doctoral level, no individual should undertake this candidacy without a full recognition of the

scholastic requirements and the personal sacrifices which are involved.

For those with ambitions in school administration there are three guideposts. The expense involved in graduate study in this area is almost identical with that needed to prepare for college teaching. It is a rewarding field in scope of service, and the financial rewards are greater than those in classroom teaching. Not only is the extensive preparation necessary to hold these positions, but there must be also the opportunity to be considered for such positions. The Boy Scout motto of "Be prepared" helps make the opportunity. A teacher preparing for administrative promotion is going to spend a good deal of money and make many personal sacrifices in order to achieve it. It follows that the teacher should hope to obtain a return for the expense and effort necessary. This requires attendance at a university where there are courses and outstanding professors in the field for which he wishes to prepare. As a first guidepost, therefore, the teacher needs to examine carefully the program of preparation offered by the university he expects to enter. If it does not have adequate offerings in school administration, if its professors are not nationally known in this field, a degree from such an institution is a waste of money and effort. This complicates the teacher's decision. A nearby university may appear to offer the proper courses and have the proper professors. The teacher actually needs to consult with people in administration who know the reputations of the universities.

A second guidepost is whether the university, assuming the staff and resources are such as will provide a proper preparation, has a placement bureau which makes special efforts to place advance-degree candidates in positions for which their training should prepare them. There are some universities to which superintendents and boards of education write automatically for recommendations for administrative positions.

This arises, not from any tradition but from the knowledge that candidates trained in these colleges are well prepared for administrative responsibilities. Some universities are centers in elementary training, some in secondary, some in administration, and some in special fields. Regardless of the area of administration, the teacher undertaking this field of graduate preparation should investigate the reputation and procedure of the department in which he expects to specialize and the placement bureau of the university.

In school administration there is a last guidepost which every teacher who desires promotion should consider. He should not attach his career to a place. Most administrators are glad to make promotions from within their own staff. Local situations do arise, however, in which there are inter-staff relations and local conditions which may eliminate a teacher from consideration for promotion. If he attaches his career to this particular school system, he may find his ambitions frustrated. Many times a teacher makes an outstanding reputation over a long period of years in a particular school system. Sometimes the factor of age alone or the feeling on the part of the appointive officer that a limited experience in one system is not broad enough background for an administrative appointment can be insurmountable obstacles.

Another obstacle to promotion will probably become increasingly evident in the future. This is the tendency of most states to raise requirements for certification in special fields. This is happening in Ohio at the present time. For example, recent requirements for certification in guidance and pupil personnel have been changed so that a master's degree in administration does not necessarily qualify a person for a position as guidance counselor or dean of boys.

This trend in certification indicates that preparation for positions in the administrative field should be very comprehensive rather than in a narrow specialization. Otherwise a teacher may be caught in a blind alley.

In determining his future career, an educator must take into account all of these factors. Above all there are two main considerations.

The first of these is that graduate training is the true mark of the profession. The second is that if ambition for a career extends beyond service as a classroom teacher, one must be ready when the opportunity presents itself. The opportunity cannot be met by the mere taking of ten hours during the following summer. Probably the first screening is done on the basis of qualifications in training and certification. Be prepared.



**For a Bipartisan Policy on Education.** I don't mean by this that I am saying federal aid is a cure-all for the needs of the schools. I don't. The most negligible federal aid program would be a very, very small proportion of the money required to run a school system in any state. One thing, however, is clear it seems to me. The issue of federal aid to education ought to be settled once and for all on its merits so that we can then get on to other things, and it seems to me also that since we seem able to develop a bi-partisan policy for conducting our affairs with other countries, we could at least have a bi-partisan policy for the education of children and stop playing political football with it.—CLINT PACE in the *Utah Educational Review*.

# A CIVIL HERO

By J. R. SHANNON

"IF I EVER AMOUNT TO TWO WHOOPS," mused John Sherman one April afternoon, reminiscing over his high-school days more than twenty years earlier, "I shall owe one of those whoops to Peggy Ewers. He influenced my life for the good more than anybody else I ever knew—and that covers a lot of territory."

No, "Peggy" in this case did not stand for "Margaret." The teacher's name was James E. Ewers. His pupils called him Peggy—in third person only—because he had a stiff leg. They even smiled at him when he rode his bicycle to and from school, and a specially contrived stirrup attached to the sprocket on his stiff side lifted him clear off the seat at each revolution, as he pedaled with his one good leg. But no pupil ever laughed to the teacher's face, or called him Peggy. He was always Mr. Ewers.

It was in the fall of 1910, and Wiley High School was pioneering with a course in ninth-grade general science. Mr. Ewers taught the course, and John Sherman was one of his pupils. There was no textbook in the course—probably none even in the field printed at that date—and Mr. Ewers relied almost solely on the lecture-demonstration method. (No, Mr. Presumptuous, the lecture method is not, as Hamilton Holt once said, the poorest method in teaching

ever devised. It is not the method but the methodist that is either good or bad. When Peggy Ewers lectured, his pupils sat entranced.)

"What a master he was!" continued John Sherman in retrospect. "I was almost hypnotized in his class, and every day I would grasp my seat firmly with both hands and pull hard to keep from floating out of the window and down the street. 'When I am a man, I want to be a teacher, just like him,' I used to say to myself, 'and teach the same subject he teaches, and in the same manner he teaches.' And John Sherman carried out his resolution. He chose his college major later with hopes of emulating Peggy Ewers, and he began his career in education as a high-school teacher of science. When, after another ten years, he turned to college teaching, he continued lecturing just as he remembered his idol's doing.

When John Sherman was a senior in high school, Peggy Ewers was assigned to teach what was then called manual training. And Peggy was good at it, although it was not for that reason that John Sherman enrolled in manual training as an elective. John remembered and appreciated the scintillating competence with which Mr. Ewers had stimulated him three years earlier, and he wanted another exposure to that great master. Had it been Greek or home economics which Mr. Ewers taught, John would have enrolled just the same.

John did not learn a lot in industrial arts during his senior year. That was not what he had enrolled for. He wanted the philosophy emanating from Peggy Ewers, either as studied, purposeful parts of the teacher's lesson plans, or as concomitant gems incidental to the teacher's primary objectives. That was Peggy's main strength.

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## EDITOR'S NOTE

*Here we have a piece by one of our favorite contributors. He writes: "Try this out on your editorial board. The story presented in the manuscript is 99 per cent true. I ought to know because I am John Sherman." Well, we tried it on the editorial board, Mr. S., and they liked it. Our author lives in Del Mar, California.*

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Many is the time when Peggy would start talking to the boy at the nearest bench, and one by one other boys would lay down their tools and quietly join the huddle. Then, after having held the boys speechless for the greater part of the class period, Mr. Ewers would roll his eyes and twitch his mustache like Jerry Colonna, and exclaim dryly, "My, my! This will never do. Git back to your work! Git!"

"Isn't it true," John Sherman pondered again, "that almost any top teacher's best moments with his pupils come either outside of class or in class while off the subject? Everything I got from Peggy Ewers which leads me to rate him as the best influence in my life, consisted of learnings not included in the course of study.

"What did Peggy have which made him great? Certainly, he fell far short in some of the qualities presumed to be requisite for successful teaching. Take, for example, the six traits of successful high-school teachers found topmost in my dissertation—sympathy, common sense, self-control, enthusiasm, stimulative power, and earnestness. I can't say that Peggy stood high in sympathy; I often wondered whether he really loved children and adolescents. Common sense, too, was not one of Peggy's glowing attributes; many people were critical of him because of some of his heresies, just as they were of Socrates. He was not a conformist—didn't seem to care much about popular opinion, in fact. Lack of self-control was no problem with Peggy except once or twice when some spoiled brat irritated him, and he flew off the handle. It was the second three traits, plus his techniques in the art of lecturing, which put Peggy ahead of the pack. He had enthusiasm, stimulative power, and earnestness in such high degree that they outweighed any possible shortages in other requisites."

John Sherman had just finished these musings in his private hide-out at the state college when there was a knock on his office

door. He opened the door to receive George Francis, a prominent clergyman of the city. The Rev. Mr. Francis had a mission which fit admirably, as well as coincidentally, into John Sherman's thinking.

"Professor Sherman, I have a scheme for community betterment which brings me to see you. I was born and reared in a suburb of Boston, and there the men with ideals were the men with influence. But never in the history of this city have both ideals and influence been combined in a single person. Next month we celebrate Memorial Day, and on that occasion we will honor our military heroes. Now I propose that on the Sunday following Memorial Day we observe Civil Heroes Day. I plan on publicizing the event between now and then, and as the climax of Civil Heroes Day we will give an award to the civil hero of this city."

"A good idea, Mr. Francis, but why see me about it?"

"I want you to serve as one of a committee of three—you, I, and the city superintendent of schools—to choose the recipient of the award."

"But I still say, why me?"

"Because you are well known and well respected, and because you know the community well, whether you respect it or not. You went through high school and college here in this city, and now for ten years you have been a professor in your old alma mater, where you have established yourself as a liberal and a community leader. I believe your judgment will be sound on who deserves the distinction of being called the city's civil hero."

"I, too, believe that it would, and I have my nomination in mind already. I offer the name of James E. Ewers. I want to get even with that man, and this is my chance."

But Peggy Ewers did not get the tap. George Francis did not know the teacher, who was retiring that year, thus giving John Sherman an emotional appeal in support of his nominee. The superintendent of

schools blocked John Sherman's proposal, and the preacher sided with the superintendent. The superintendent protested that Mr. Ewers was controversial, that he was not a church member, that he was not a regular Republican or a regular Democrat—in short, that he upset people's complacency and made them think.

"A civil hero," the superintendent argued forcefully, and the preacher assented, "must be a person of whom nobody disapproves."

"I am beginning now to see why it is true that never in the history of this city have both ideals and influence been embodied in a single person," lamented John Sherman, as the committee adjourned.

Twenty more years have now elapsed since that day of John Sherman's defeat, and during those twenty years it still is true that no new person has arisen to challenge the preacher's observation that never in the history of this city have both ideals and influence . . .



## The Wayward Mouse

By PAUL WESTMEYER

(Urbana, Illinois)

I think projects in biology are a good learning device. But sometimes the things that are learned—well . . .

Our biology laboratory consists of a large room with a demonstration desk, student work desks, equipment cases, and a built-in aquarium, plus a smaller room with windows on east, south, and west, which is used as a growing room for plants and a place to raise and keep animals being used in our experiments. With this space available and a small budget, our students are encouraged to carry on experimentation with plants and animals.

Toward the close of the first semester last year, George decided that he wanted to try some nutrition experiments with mice. We purchased two pairs of white mice, and George constructed a four-compartment cage for them. He laid out beautiful plans for the experiment. (As I recall, it had something to do with vitamin B deficiency.) He stated his problem, worked out a hypothesis, and devised a way to test it. This involved feeding a prepared diet on rigid schedules, daily observations of the condition (and even happiness) of the mice, and regular weighings to keep track of effects on growth.

The experiment started out beautifully and George was really enjoying it. He named the mice Adolph, Anna, Wilhelm, and Gretchen. (Adolph and Anna were fed to deficient diet, while the other two were fed a balanced diet.) The mice quickly became used to being handled and pretty soon they

wouldn't sit still for the weighings. George constructed a special restricting cage in which to weigh them. The only other early difficulty was that the four-compartment cage had a single lid, and opening one cage opened all. The playful mice kept getting mixed up during weighing and feeding operations, but George could tell them apart so it didn't really matter.

According to George's hypothesis, the two mice on the deficient diet should not gain weight as rapidly as the controls, but on the midway report he stated that the deficient diet seemed not to be affecting Anna as expected. He tentatively suggested that effects might be different on females than on males.

I didn't hear much more about it until the final report when George stated that not only did Anna not fail to gain weight as expected, but she had actually outgained the others. He said he was discouraged and about to give up, blamed himself for not planning the diet carefully enough, and suggested that he ought to receive a pretty poor grade on the project.

The very next day, just as I entered the main laboratory for class, George burst from the growing room shouting, "I'm an uncle! I'm an uncle!" After he had calmed down a little, he finally told us what had happened. Anna, who had been steadily gaining weight at much too rapid a pace, had become the mother of six offspring.

I still think projects are a good learning device.

# Behavior Problems in Junior High School

By  
CHARLES L. MORRILL

THE MORE we have learned about youngsters, the more our ideas and methods of discipline have changed. The more we have learned about the world we live in, the freedoms of a complex democracy, the wonderful and not so wonderful potentials of the future, the more our ideas about discipline have changed.

These new elements add up to no one clear direction. Some seem to say, "Be more gentle." And some appear to urge more rigidity.

All of this is particularly hard on the classroom teacher. Teachers, above all, must be thoughtful, but teachers can never escape action. No matter what or how complex the questions—"What should you do? How? When?"—when you live with young people, these questions are insistent.

There is need for better techniques and remedial measures for children who are behavior problems. I believe there is less scientific procedure in diagnosis for behavior cases than for any other type of handicapped child. There are refined measures of vision for the visually handicapped; there are mental tests for the mentally

handicapped; there are accurate tests for those with defects in speech and hearing. But behavior problems have tended to remain in the scope of individual opinion and of guessing which is sometimes wide of the mark.

The need for accurate diagnosis in behavior cases is more urgent than in many other types of problems. When a youngster is crippled, his condition is more or less obvious and is recognized as a defect; but when a child begins to defy the teacher, fight with other pupils, or take things from others, he is usually considered a perfectly normal social being, merely afflicted with badness which should be removed as easily as putting glasses on the child who cannot see normally. It is most desirable to understand the causes of his difficulty, how serious they are, and what must be done to remedy them.

Not all behavior maladjustments have been solved in the past, because there were all degrees of problems and little attention was paid to the lesser types. They were supposed to be unavoidable evils which must be endured. The most acute problems were sent to the juvenile courts or to special schools and removed from the responsibility of the teacher and parent. Such agencies will continue to function in these extreme cases, but many of the less severe cases may be diagnosed and treated in their own school and home environments.

Behavior-problem children differ generally from other types of handicapped children in four important respects which serve to explain some of their general characteristics. First, they tend to arouse anger and

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## EDITOR'S NOTE

*Whether you talk about behavior problems or behavior situations, there are numerous instances of each in many junior high schools. Problems can be solved; situations can be recognized. The author has some pointed comment about both problems and situations. He is dean of boys at North Miami (Florida) Junior High School.*

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resentment toward their actions in the minds of teachers, parents, and classmates. Their very acts often offend the dignity of others and bring about physical injury; they challenge adult authority and generally upset the calm and composure of everyday living and acting.

A second characteristic, which is contrary to a popular but fallacious belief, is that behavior manifestations are rarely deliberate meanness. Whenever a child hurts another, he is often described as doing it to be vicious; but many such acts are done by children who are victims of emotional blocks.

A third characteristic is that a child who is suffering from some unusual worry or fear may respond by stealing, lying, truancy, or some other antisocial behavior. In making a tentative diagnosis, the teacher attempts to treat these obvious symptoms, whereas they are really only traits of deep underlying causes. The treatment fails, and further antisocial behavior results. The youngster develops an indefinite feeling of injustice, of not being understood, and even doing worse instead of better.

A fourth characteristic is that the child carries over his emotions, attitudes, and feelings from school to home or from his home to school. In the field of school learning or at home he may put such activities on or off more or less at will; but behavior attitudes will probably live with him twenty-four hours a day. It seems to me, if the school and the home wish to find a common ground of contact in their children, it may be found not so much in the fields of learnings, as in the area of emotions, attitudes, and feelings.

The causes of behavior problems fall generally into three classes but with overlapping and a network of cross relationships running between and among them. Probably the first class of causes consists of nervous, physical, and sensory conditions in the child. Under this area falls a variety of items, such as weakened heart, under-

size, accidents, illnesses, epilepsy, and a number of similar conditions. Sometimes these factors do not cause behavior problems, but often they do.

A second class of causes lies in the emotions and temperaments of children. This group is sensitive to the buffeting of social contacts. Anger, dread, fear, anxiety, and similar traits cause many issues in their lives. Whenever these conditions are coupled with an unfortunate environment, the results in terms of behavior maladjustments are disastrous. At present there seems to be an overemphasis upon the possibilities of a hereditary basis for much poor behavior; it is a dangerous alibi for excusing the child and for absolving teachers, parents, and others from giving the best that can be offered in the way of treatment.

A third type of cause has to do with the environmental and social forces acting upon the youngsters. Since these arise from forces over which the child has little control but over which society can exercise control or some jurisdiction, they are responsible for a rather sad picture. A child may have no basic emotional disturbances, no physical defects, but he may be the victim of a misunderstanding home situation, or he may become a part of a gang of irresponsible outlaws. He may have grown jealous of the attentions given by his parents to other members in the family and be living an unhappy life. The classroom teacher may not realize that these feelings which are arising and growing out of ordinary events may produce a lasting effect upon the child's particular temperament.

More and more one of the biggest jobs a classroom teacher has is to work for discipline. Teachers have to work in such a way that children learn to do the decent thing, the right thing. They have to work so children learn to be fair and kind to one another, so they learn to live well with adults and so adults can live well with them. As a matter of fact, teachers need to work so the youngsters are prepared to do the right

thing even when no one is calling the orders—when teacher, parent, boss, policeman are miles away.

Some teachers and parents have mixed-up feelings about discipline. But most teachers are aware of the job to be done. Discipline is a major basis of society. People cannot exist together for very long if they steal, lie, and think only of themselves. We live closer to each other than people ever have before. We have to talk with people, work with people—there is no place where we can stay by ourselves. We are a hundred times more a society today, and we are going to become more and more so. Our era simply must have discipline.

Children want discipline every bit as much as adults do. Children are social. They are made humans by being with humans and they stay close to humans all their lives. They need the respect, good will, and approval of others. They seek the discipline that will make them like all the others around them.

Everyone is for discipline; everyone should be for it. The trick is how to get it. Children want discipline, but the teacher faces a second complication. Children also want freedom, for children are rebels. A child's single biggest lifetime task is to find himself. He has to be a person—to stand out. Block this drive, for the sake of discipline, and you may make a child pay too much! Somehow, some way, the teacher's procedure in working for discipline has to fit in with the child's way of becoming a human. Don't think the problems will all solve themselves if teachers, parents, or law officers wield a big club. Discipline is a tricky educational problem and it will take every bit of our best thinking.

Discipline is hard for children to learn because it is made up of so many different factors. Respect for property, kindness, truth, promptness, helpfulness toward people, are only a few over-all headings. Under each one of these you could list many, many more in detail. A child has to

learn them all, yet he never can apply them automatically. Think how hard and how long it takes to get across some very simple ideas of grammar and arithmetic; how many years before children can read and spell correctly. We do not expect young people to grasp these understandings overnight. We work away, consistently, patiently, year after year, grade after grade. The details of discipline are harder to learn, there are more of them, and they take longer. Teacher discipline calls for more of the teacher's patience and time than most realize or care to admit.

Generally there are three very different ways of responding to young peoples' misbehavior problems: (1) If you feel the behavior is a natural stage in the growth of the child, live with it or curb it if you must. (2) If you think the children do not know or do not fully understand, discuss and explain. (3) If you feel the setting immediately surrounding the child is pulling behavior down, change the setup, leave the child alone, or change or fix up the environment.

But what about punishment? Most schools have many different kinds of punishments: sending children to the principal or dean, standing them in the hall, giving demerits, paddling, keeping them in after school. Are these all wrong? Punishment is an honorable teaching method. Rewarding is too. Both are fully as modern as talking, explaining, or discussing. Punishment gives pain to help a child remember. Rewarding gives pleasure to help a child remember. These are alternative teaching techniques to help a child learn.

However, punishment is the trickiest technique. Many educators use it almost as a matter of course, without too much thinking. They count on it to solve almost every problem. Punishment is very hard to use appropriately and effectively. If punishment is to be used as a part of the teaching method, be sure you know what you are getting into.

# NOT DISCIPLINE AGAIN!

By ISOBEL L. PFEIFFER

"OH, MR. JONES WOULD BE A GOOD TEACHER if he could get the kids settled down so they could get started on something," says an administrator.

"The only thing that worries me in teaching is the discipline!" admits a student teacher.

"Discipline problems? Why, I never have any," brags a man who has taught thirty years and closed his eyes to the problems.

A beginning teacher *reveals*, "I can't be too stern. I want the kids to like me!"

Such comments are and have been frequent and familiar to faculty members of our public schools. To them it is no surprise that research points to discipline as the major problem recognized by teachers. Good rapport, suitable climate for learning, healthy teacher-pupil relations, controlled behavior—whatever terminology you wish—refer to the old stand-by, discipline. There are many definitions of discipline emphasizing its many aspects. We might consider discipline as the formulation and maintenance in the classroom of an atmosphere of courtesy and friendliness and one conducive to achievement. These criteria are based on the assumptions of in-

dividual worth, individual rights and responsibilities as well as on educational goals.

All experienced teachers have techniques which they use in the classroom to achieve the desired teacher-student relationships. Many teachers recall their own techniques with difficulty because these have developed gradually, as they were tested and revised in action. A careful analysis of practices may be stimulated by a request for help from a beginning teacher or a student teacher, by a research study, or by a situation in which the teacher has tried many of his techniques without desired results. Whatever the stimulation, such analysis crystallizes the teacher's thinking and enables the individual to evaluate his practices and revise them in line with his philosophy of education. Such organization adds nothing new or startling to the educational scene, but it may be helpful to novices and encouraging to an old-timer.

The following outline was prepared to assist a student teacher who had signed a contract for the next school year. She was competent in her subject fields but was unsure about the process of organizing twenty to thirty lively teen-agers into a responsive, attentive learning group.

I. The students and teacher have an understanding of behavior expected in the classroom.

A. At the beginning of the school year acceptable behavior is discussed and agreed upon. Pertinent school rules are recognized and included. The teacher emphasizes courtesy and achievement and keeps the regulations practical. A "we" approach of co-operation and shared responsibility can be created instead of an attitude of teacher v. students. The goal is

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## EDITOR'S NOTE

*Once we knew a teacher who said, "First, I want control, respect, and fair dealing from pupils. Second, I want them to work hard at their studies. Third, I want to show them that I shall work harder than any of them to demonstrate my worth as a teacher." This reference came to mind when we read this article. Discipline again! Yes, and it's a good thing too. Mrs. Pfeiffer is a language arts teacher in Tallmadge Junior High School, Tallmadge, Ohio.*

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- the development of self-control within each individual.
- B. During the year a reminder about conduct may be occasionally needed. "Perhaps you don't know what should be done in this situation. Let's have some suggestions." Or "Let's review the standards set up at the beginning of the year."
- C. As the need arises, the teacher may encourage the class to discuss (1) What makes a good class? (2) Can we improve our class? (3) Are we all courteous?
- II. The teacher avoids situations which encourage inattention, courtesy, and misbehavior.
- A. The teacher is well prepared. He knows what is to be done, why it should be done, and how it can be done. Planning too much to do is far better than running out of material. In his planning, the formulation of the exact wording of a question is not always necessary, but it affords a sense of security to a beginner and sometimes proves helpful to a more experienced teacher. Nothing, of course, gives a teacher as much security as a comprehension of the subject. No one can be expected to know everything, so when the teacher cannot answer a pertinent question he can admit he does not know and do some research to find the answer.
- B. Activities are varied and move along. Use of audio-visual aids is one device to introduce variety as well as to increase the effectiveness of the learning situation. Having the equipment set up and ready to go at the appropriate time is basic to good teaching. If the teacher has to work on a projector while the pupils wait for the film to begin, he does not avoid but creates a situation to encourage inattention, courtesy, and misbehavior. Especially in junior-high classes the teacher must include different kinds of activities—reading, writing, speaking, making things, and active physical movement—to adapt to the limited attention span of the students.
- C. A student who shows signs of unrest is talked with individually so the teacher may determine the cause of the inattention. This conversation is often so casual that the student does not recognize it is planned.
- D. At the beginning of the school year the teacher is especially firm and strictly adheres to the standards of acceptable behavior. Although regulations can be relaxed as mutual respect develops between the students and the teacher, laxness of discipline cannot be easily changed, i.e., replaced by rigid regulations. If the students lose respect for a teacher and take advantage of him, he has an almost insurmountable barrier to overcome before a good climate for learning can be established. The desire to be popular with students can be the downfall of a teacher. Youngsters do not like "easy marks" but rather the teachers whom they respect.
- E. Fairness and reasonableness characterize the classroom. Fairness in grading and reasonable assignments are two important phases. When students' reaction reveals that they feel something is unfair, the teacher may want to present a broad view of the situation or specific factors which led to his decision. If the situation is one in which the pupils are qualified to make a decision, a vote may be taken. In such instances results of student voting should always be honored.
- F. The class is not begun until all students are attentive, but the teacher is ready to start on time. The teacher may wait quietly until the class is ready or get everyone's attention by a remark or gesture.

- G. The teacher keeps the attention of the students through pupil participation encouraged by frequent questions, practical applications and examples, and surprises, e.g., a tape recording, a game, a pantomime, or an unexpected quiz.
- H. Jokes and games are enjoyed by the students and teacher together. A relaxed, friendly atmosphere is the goal.
- I. Individual interests and talents as well as shortcomings are recognized and utilized by the teacher. The slow student gets an easy question while the brilliant boy gets the difficult one. An attempt is made to challenge the mental abilities of each student in the class by different activities and projects.
- J. The alert teacher knows what is going on in the classroom at all times. Many times this knowledge will relate to social as well as academic developments. The teacher recognizes symptoms of dreaminess and boredom and changes pace or activities to cope with them.
- K. The perspective of the teacher is maintained. He doesn't "make a mountain out of a molehill." A note slyly passed reveals the inattentiveness of two pupils. If a scene is n<sup>o</sup> de over the incident, the entire class wastes a great deal of time and effort. "The greatest good for the greatest number" seems to be a criterion which a teacher may use to maintain this perspective.
- III. In spite of the precautions previously mentioned, the teacher will experience situations of general courtesy and disorderliness and must handle them immediately.
- A. A few minutes are provided for the class to get "talked out" or to let off steam by singing a song or doing a few calisthenics.
- B. A quiet game, such as 20 questions,
- charades, doodles, a rebus or riddle, is used to focus the attention and interest of the group.
- C. The teacher may use kindly "belittling" with a smile and a remark about "growing pains," "kindergarten behavior," or "early vacation."
- D. An appeal to values and purposes in an "adult-to-adult" manner can be used sometimes. Perhaps the class could make an analysis of the importance of the material being studied.
- E. Merely for variation, the teacher may present the idea that students are wasting their time and handicapping themselves since the teacher already knows the material. This idea, of course, does not augment the concept that we, the teacher and students, have common purposes and goals.
- F. Displeasure and annoyance should be shown infrequently. However after extreme provocation a brief "bawling out" may clear the air and relieve both the teacher and the class. These comments should be given deliberately, seriously, and impersonally. Good taste rather than anger should determine the phrasing of the reprimand.
- IV. If one student interferes with group progress, that student must be dealt with.
- A. A casual meeting, planned by the teacher, includes comments and friendly suggestions on conduct.
- B. Special jobs are given to the student to allow him to move around and to get the attention of his peers. He may pass out papers, serve as secretary during a discussion, erase the board, take a report to the office, or do other necessary work.
- C. A brief, courteous reprimand is given by the teacher at the time of the misbehavior. Then class activity proceeds as before the interruption.

- D. The student may be moved to a more suitable position in the room. This move may be for the purpose of temporary isolation, or the student may be moved away from his cronies permanently. If the teacher finds the student must be sent out of the classroom to work, arrangements should be made to check on the student's actions. The teacher may send the student out of class sometimes. If so, a follow-up conference should be planned as soon as possible.
- E. An appropriate cartoon or motto may be handed to the student to emphasize the situation. This device must be prepared ahead of time so it could be used for students who repeat their offenses. A whisperer, for instance, might receive a "Silence is golden" sign. A student who is always interrupting might receive the cartoon which shows a hen looking disapprovingly at her chick and saying, "Not another peep out of you!"
- F. Punishment should fit the misdemeanor. If a book is mutilated, it should be repaired or paid for. If papers are torn up and scattered on the floors, they should be picked up. If a student is tardy or skips, he should make up time.
- G. The student may be called in for a conference with the teacher. An analysis of the situation by the student and his suggested procedure often help the teacher discover basic reasons for the student's behavior. If help with study habits or background material is needed, the plans for providing assistance are made.
- H. In cases of serious or continued behavior problems, parents should be contacted. Conferences with parents often give the teacher a better understanding of the pupil and his problems. Sometimes a co-operative program between home and school results in progress toward their common goal, development of the individual.
- I. Assistance of guidance counselors and administrators should always be sought in cases which involve serious offenses, difficulties with several teachers, and symptoms of deep-seated psychological disturbances.

◆

## The Schools' Effectiveness in Citizenship Training

In a smoothly run school, which is orderly and efficient in its operation, pupils tend to develop orderly habits and wholesome attitudes toward the school and its teachers. When rules of behavior—in the corridors, the cafeteria, the schoolyard, and elsewhere—are reasonable in character and are enforced firmly and consistently, pupils learn to respect authority and to cooperate in promoting the common good.

Frequently pupils are given a share in school management. Operating and maintaining equipment, planning and conducting assemblies, escorting visitors—all help to develop social mindedness. Assistance in meeting individual needs—through guidance, special courses and classes, remedial in-

struction, health, psychological and social work services—helps to prevent or to solve problems of social and emotional adjustment and thus to eliminate a barrier to wholesome behavior. . . .

Though schools can do much to promote responsible and competent citizenship, it should be remembered that the school is only one of many forces which play upon children and influence their attitudes and behavior. The home, church, and community also have major responsibilities and much to contribute in helping children to grow into adults who are well informed, socially motivated, and skilled in the performance of their civic and social obligations as citizens in a democracy.—From *Curriculum and Materials*.

A departmentalized junior high school may not be the best setup for young adolescents

# The Great School Scramble

By BLANCHE SCOGGIN

"ROCK 'N' ROLL! ROCK 'N' ROLL!" After having seen youngsters dance this, one wonders whether we, as educators, have reached the "rock and roll" epoch in our education of adolescents. If so, what can we expect? We will have, as a finished product, a class of young people who are never still, never relaxed, "clock watchers" and "work evaders." Watch adolescents do the rock and roll—you will see some go over, some go under, and some fall flat on their backs.

Sometimes it takes the blast and roll of a thunderstorm to clear the atmosphere. I venture to assert that we, as adults and educational leaders, may be building up attitudes and actions which, while they do not induce juvenile delinquency, at least do not tend to deter it.

Anyone bold enough to criticize modern accepted educational theories may expect to find himself labeled "conservative," "old fashioned," or just plain "sot in his ways." After a year of close observation and thoughtful study, some of my conclusions are here stated. In a terse summarization, one might say that the teachers work harder, less is accomplished, and the children are worn to a frazzle.

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#### EDITOR'S NOTE

*To what extent are children worn to a frazzle by the varied social and emotional demands of the go-go-go type of living? Can the mad scramble be unscrambled? The author, a remedial reading teacher in Brush Prairie, Washington, has some earnest things to say.*

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For what are we preparing our youngsters? Most would reply, "For modern living." Is that true? Does life, at its best, consist of rushing here and there at break-neck speed—even pushing others aside, with little time for the courtesies of life? Does it consist of the minimum amount of friendliness to our neighbors and associates, slight respect for what the school has for us, and little time for quietness and relaxation? One girl expressed the feeling that many students must unconsciously experience when she said, "I feel like a top that has been wound up all day." One young mother said, "I can still remember the mad scramble and rush of those days," and many teachers have confessed their inability to feel, from their efforts, the satisfaction that is one great reward of teaching.

At the age of twelve and thirteen, when these youngsters are experiencing the greatest physiological and psychological changes of their lives, they need to feel the security that a quiet schoolroom situation will give, with their books and belongings there, and a teacher who knows them and understands them and to whom they learn to adjust.

In the junior-high setup, no teacher really knows the child well and the child is psychologically disturbed by the adjustments which are necessitated by a change of teachers every hour all day long. Every teacher has his or her own personality and ideas of discipline and behavior. The teacher finds the task much more difficult since she, too, must make adjustments to every new group she handles at every different hour <sup>per</sup> day—no two groups being

identical, even though they may be covering the work of the same grade. She, too, feels her emotional equilibrium disturbed before the day ends, and by the hourly need for readjustment of her goals, procedures, and disciplinary measures.

Rules of learning follow pretty much the same pattern for junior-high children as for elementary children. The first, and by far the most important, duty of any teacher is to develop attitudes which are conducive to learning. The movement of the pupils from one room to another every hour permits the teacher to accomplish little but give assignments, see that they are carried out, and cope with "clock watchers," who want to make a beeline to the locker for the next set of books or for other reasons.

The teacher who has a child for only fifty minutes often finds it difficult to get the best work from him. The child feels sure that he'll be allowed to leave when the bell rings, so he dallies with his work and accomplishes little. The teacher feels the handicap of being unable to insist on work's being done as he wishes it to be done before being discontinued, for he, too, has another group coming into the room, a group which must be taken care of. The problems left undone must be recalled the next day and attempts made to supply the needs. Furthermore, teachers have no way of understanding fully the tasks the other teachers are imposing on any particular child at a given time, tasks which may be a great burden and may be weighing so heavily on the child's mind that he finds it difficult to concentrate on what the next teacher has to say.

We know that the first and greatest qualification of a counselor is the ability to establish rapport with the party involved. In a six-period day, with every teacher working every period, there is no time for counseling, though one teacher may recognize the need for it. The teacher feels more or less frustrated by her inability to cope

with her young students, which hinders her from accomplishing her scholastic goals as well. In this setup, pupils seem to regard each teacher as a necessary evil to be endured for an hour, but never to become attached to. There is little of the closeness once experienced in the classroom between teacher and pupil. The youngsters seem to become such creatures of continual motion that they lose their desire to excel in their studies or even to be respectful and courteous to teachers. One boy of a nervous temperament in grade school, who continually bobbed about, said, "Oh, I like junior high. I don't stay long enough in one place to learn anything."

By the time the ninth grade is reached, youngsters seem to have reached a state where they are able to apply themselves and are not so disturbed by the rush and bustle of departmentalization. One can note the difference in the degree of stability and maturity reached by senior-high and junior-high youngsters when they are seen together in an assembly.

The junior-high youngsters, most of them just entering puberty, can scarcely be expected to understand their varied emotional drives, but between classes they rush to the corridors where older ninth graders are perhaps furtively holding hands for a minute or so and they, of course, are interested and anxious to have like experiences. Such experiences every hour are not conducive to calm, collected, serious thinking for some time after they enter the classroom. These youngsters are, as a rule, too immature to have developed serious scholastic goals or ideals, so the emotional takes precedence.

One mother, with a roguish twinkle in her eye, reminiscingly said, after several years, "It used to take me ten minutes after I got in the classroom to settle down, and then ten minutes before time I began to watch the clock, figuring all the while how soon I'd be able to see my pals." This type of daily performance is far too stimulating.

Exchange teachers have repeatedly remarked on the degree of sophistication our girls have reached at twelve or thirteen years of age. Should we be adding "fuel to the fire" by constant stimulation, or should we be offering them quiet, secure situations, saving some of the more stimulating ones for a period when a greater degree of maturity has been reached?

The situation is one the effects of which may never be measured, but I feel sure that should a psychiatrist go through one day's experience at school with one of the children, he would better understand some of the cases we send him. It has almost be-

come a case of the "survival of the fittest." Those who can, make the grade. Those who can't, drift along for a few years feeling they are dismal failures and soon are swallowed up in life's tide to sink or swim.

This is not written in a spirit of criticism, but simply to cause serious-minded people to think or go to the other extreme and say, "Oh, she is an old fogey." Children are the same as they have always been. They respond to the situations which we, as adult leaders, offer them in the best manner they know and act accordingly. Let's offer them opportunities to develop the best of their God-given abilities.



## Opportunity Knocks Again

By MARY ELIZABETH FROUSTET

(Bayonne, New Jersey)

Do you wonder how to keep abreast of modern trends?

Opportunities to become familiar with recent developments and applications in various fields are being overlooked by teachers in all sections of the country. Thus many thousand dollars of assistance to education are not being used.

A number of fellowship programs and institutes are sponsored by industries in conjunction with leading universities. Held during the summer months and almost expense free, these programs are within the limitations of the greatest number of teachers. Yet the number of applicants is far below expectancies.

As a "graduate" of the General Electric Mathematics Institute sponsored jointly with Rensselaer Polytechnic Institute, I speak from experience when stating that

much is to be gained from attendance at these programs. The profits are many: a gain in knowledge of subject matter from classroom work; increased professional know-how from discussions with fellow educators; and familiarization with applications and industrial uses.

How can we correct this unfortunate situation of having so few teachers avail themselves of the opportunities for educational advancement? Wider diffusion of descriptive literature among those qualified to apply and encouragement to apply by supervisors and administrators will help considerably. Moreover, teachers should familiarize themselves with the existence of such programs and realize that herein lies a solution to the problem of keeping educationally alert without excessive personal expense.

# Writing Verse Can Be Fun

By EVA HANKS LYCAN

HOW CAN TEACHERS interest pupils in poetry? What skills are necessary to enable a high-school boy or girl to write verse? Too often young people feel that poetry belongs to the past and is not for them; that it is to be understood, enjoyed, and written by only the select few. The first job of the teacher, then, is to bring poetry down to earth and to connect it with the everyday life of her students.

One way to arouse an interest in the writing of verse is to encourage pupils to begin with the school couplet. Since students always respond more readily to verses written by young people like themselves, the teacher places on the board such a student-written couplet as:

Oh, what a sorry fate was mine,  
I drew a program one through nine!

Immediately faces begin to brighten, and a boy who has never cared about "po'try" mutters, "Only two lines! I guess I can dig that." As the couplets begin to come in, the teacher places them on the board to stimulate others in their writing. Much laughter and applause greet such couplets as:

Some of my teachers are cross and fickle;  
Instead of an apple, I bring each a pickle.

• • •  
Why do the girls all sigh with joy?  
Here comes another Block T boy!

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## EDITOR'S NOTE

*Imagine being a pupil in a class whose teacher is as imaginative as the author of this article! We'd like it. We'd even like to write some verse too. One of the largest high schools in the country is the setting for this "fun"—Arsenal Technical High School, Indianapolis. The writer teaches there.*

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Geometry, Latin, homework—Gee!  
Think I'll skip it and watch TV.

The school paper is quick to print this material, and each day the teacher receives more and more unsolicited couplets, dealing with such topics as tardies, study halls, dating, school romances, lunchroom conduct, auditorium programs, school discipline, report cards, homework, athletics, teen-age slang, teen-age styles, and many others.

If a safety drive is a part of the school program, pupils offer to write couplets for posters. As preparation for this project the teacher asks the pupils to suggest traffic violations which should be considered. These suggestions are listed on the board. The following represent some of the safety couplets written:

The kid who passes on the curves  
Is not equipped with iron nerves—he's crazy!

• • •

Failing to give signals or passing on hills  
Are but a few of the driving ills.

Now that interest has been aroused and the writing of jingles has proved to be fun, the teacher directs the attention of her pupils to imaginary resemblances—the metaphor, the simile, and personification. Pupils now discover a new way of picturing things. Such familiar figures as the following may serve to spark the students' interest:

Night's candles are burnt out.—SHAKESPEARE  
(metaphor)

The fog comes  
on little cat feet. SANDBURG (metaphor)

And every soul, it passed me by  
Like the whizz of my cross-bow.—COLERIDGE (simile)

Loud from its rocky caverns, the deep-voiced neighboring ocean  
Speaks, and in accents disconsolate answers the wail  
of the forest.—LONGFELLOW (personification)

Pupils then begin their own comparisons, writing them in class. When someone finds this assignment difficult, the teacher or a fellow pupil comes to his aid with a suggestion or two. On the board the teacher may place such suggestions for comparisons as: a soft, silky little puppy to a powder puff; clouds to mountains; a steam shovel to a giant crab; the fog to a blanket; a bright star to a jewel; autumn leaves to butterflies; moonlight to silver dust. Soon such comparisons as these begin to shape themselves:

My little puppy is a ball of fluff,  
Soft and silky as a powder puff.

\* \* \*

Bright, bright moon on a distant shore from me,  
I have no vessel to cross your space-filled sea.

\* \* \*

The fleecy white clouds are mountains on high  
Surrounded by oceans of brilliant blue sky.

\* \* \*

The steam shovel is like a giant crab  
As its crushing teeth the earth does grab.

\* \* \*

Christ, our great Captain, guides us aright,  
A Compass by day and a Beacon by night.

Now each pupil is ready to try a longer, more thoughtful poem, one that suggests more than it actually says. Usually the student first tries to write a quatrain. In beginning the writing of such a poem, the pupil is not asked to think about form—whether to rhyme or not to rhyme. He has something to say, and he is going to express that thought as he wishes. The teacher, however, will explain rhythm and show how it is a part of all well-regulated life. To show that regularity is pleasing, the teacher will scan some well-known poems. After such preparation one boy wrote:

The Circus  
A world of splendor,  
A thing of joy!  
Tarnished and shoddy?  
Not to a boy!

Having written several quatrains, the pupil is now ready to try to write a longer poem in which he uses concrete detail, as in the following student-written verse:

#### Nature's Thanksgiving

The morning brings the purple haze,  
And sunlight sets the trees ablaze  
When just before October goes,  
The trees put on their Sunday clothes.

The oak is dressed in velvet red,  
The maple lifts its golden head—  
These colors only Nature knows  
When trees put on their Sunday clothes.

The harvest has been gathered in;  
The nuts and apples fill the bin;  
For now a colder North Wind blows;  
And trees put on their Sunday clothes.

I think it must be Nature's way  
Of thanking God, in bright array,  
For summer's sun and winter's snows  
When trees put on their Sunday clothes.

Verse is not something that belongs to the past. It is an ever-present medium of communication. Advertisers know better than almost any other people the value of the jingle. One has only to turn to the radio or TV, or to read the advertising rhymes along the highway to recognize this. The recent Western Union Telegram Contest, sponsored by *Scholastic Magazine*, reveals a present-day use of verse. In cooperation with the art department, pupils make their own Christmas cards and in their English classes write the greetings for them. On St. Valentine's Day who doesn't wish to be a poet? Also, there are verses for birthday greetings, get-well greetings, and congratulatory wishes.

Pupils who may fail in their own efforts in writing poetry frequently make worthwhile group contributions. Through working with others, the shy pupil will forget himself sufficiently to contribute to the united class effort. Often such a contribution is only the changing of a word or the adding of a phrase to a class poem on the board. In this type of work the teacher will find suggestions for improvement easy without seeming to criticize any one person. For example, after seeing in school the moving picture, *The Spirit of the Plains*, pupils were told to imagine that they were that spirit and to tell what that spirit

meant to early America. From the papers read in class, pupils selected favorite lines which were placed upon the board. The members of the class then rearranged these lines and changed various words and phrases. The following poem was the result:

Spirit of the Plains

I am the Spirit of the Plains,  
That restless force that drives men onward  
To find new lands, new work, and new adventures.  
I ride in the covered wagon, my gun at my side.  
I fight the Indians who would check my journey.  
I sleep in my blanket under the starlit sky.  
My plowshare breaks the crust of virgin soil  
To turn new land into a nation's bread basket.  
I harness the wind to pump water for the parched fields.  
I build fences and bring railroads to a new settlement.  
I work from sunrise to sunset to claim land for man's use,  
And then I push onward, ever onward to new tasks.  
Today, across restless oceans, I carry on a noble fight—  
A fight to the death, if necessary, to keep freemen FREE!

Praise from the teacher is important. "John, you have chosen unusually vivid concrete details," or "Susan, your rhythm is delightful," will stimulate pupils to write more and better verse. At first the teacher will disregard errors in meter.

Teachers will find that the use of material resources will encourage ideas. On the bulletin board a display of pictures may suggest a poem to some pupils, or an attractive arrangement of flowers on the desk may stimulate others. Some pupils may find helpful such sentence beginnings as "A plum tree by the garden wall," "I like to follow the open road," or "I heard the Night Wind whisper low."

Pupils also like to define by means of verse, as:

Freshman—Hurry scurry  
Sophomore—Medium speed  
Junior—Coming in second  
Senior—Taking the lead.

A more dignified and thoughtful definition is expressed in the following student verse:

What Is a Poem?

A poem is the size and shape of dreams,  
As great as he who writes it wants to be;  
As small as one soft-spoken word of love.  
It is the shape that God has made a soul.  
It is a bit of beauty or of truth  
That he who feels it wants all men to know;  
A memory of a thing still loved though gone.  
A poem is the joining of the heart,  
The soul, the mind, reality—to dreams.

Pupils also enjoy writing the parody, as the following reveals:

A Difficult Decision

To eat, or not to eat—  
That is the question!  
Whether it be nobler to stuff myself  
Or to push myself away from the table.  
Is this a plate which I see before me,  
Heaped with mashed potatoes?  
Ah, 'tis difficult to decide  
Which be the more important—  
The pleasure of dining  
Or a few extra pounds around my middle.

Because the ballad is a simple piece of narrative writing which concentrates on one incident, young people have considerable success in writing this type of poem. Sometimes they use as a model such a ballad as "Lord Randall," as did the pupil who wrote this one:

A Ballad of the Ballad

The teacher stood before the class  
And fixed it with her eye.  
"A ballad I will have," quoth she,  
Or all of ye shall die.  
Or all of ye shall die.  
  
The boys they sighed; the lasses cried,  
For life to them was sweet,  
But none of them could write a line  
Nor measure ballad feet.  
Nor measure ballad feet.  
  
Their parents dear were sad to see  
Their children so affrighted  
And marked them how they ceased to dance  
And Coca-colas slighted.  
And Coca-colas slighted.  
  
When school bells rang on Monday,  
There was no English class;  
For Sunday night they'd laid them down  
And died each lad and lass.  
And died each lad and lass.

But as each spirit left the world  
 Still conning ballad themes,  
 A ghostly cry rang o'er the roofs,  
 "May endless ballads haunt her dreams!"  
 "May endless ballads haunt her dreams!"

Again they may prefer as a model the ballad, "Johnny Armstrong," as did the pupil who wrote:

#### Ballad of a Big Dog

Hear now the sad story of Taffy, the Pup,  
 So named for her yellowish hue.  
 Though once small and furry, to her master's great  
     worry  
 She grew and she grew and she grew.  
 Although through her veins coursed the noblest  
     blood  
 Of shepherd and of Saint Bernard,  
 On gay, playful rambles, she turned into shambles  
 What once had been called the back yard.  
 A dog more affectionate could not be found;  
 She loved every human she saw.  
 If a child came in sight, she would spring in delight  
     Often knocking him flat with one paw.  
 Each year in the city had strengthened her bark  
     And brought more destruction her way.  
 When the neighbors swore they could stand it no  
     more,  
 She was sent to the country to stay.  
 Oh, weep a sad tear for poor Taffy, the Pup!  
     She dwells with the cow and the pig.  
 Cruel fate hath decreed that this life she must lead,  
     For Taffy was simply too big!

How do pupils feel about writing poetry?  
 In answer to this question one colored boy

who, previous to the writing of verse, had been an indifferent English student, wrote: "Since I have begun the writing of verse, I have come to feel that poetry is like music, which is my major interest. Verse is something that soothes the mind. It fires the imagination. It brings a smile and sometimes a tear. Even to a little child poetry explains the meaning of beauty, love, happiness, and sorrow. You ask me my opinion of writing verse. I reply by asking: Should a bird fly? Should a fish swim? Should a young child be taught to appreciate nature? In these questions you have my answer."

If few pupils will become poets, what then is the value of the pupils' learning to write verse? Although the student uses the language of everyday speech, he must seek always for the *exact* word; by so doing he can develop accuracy of expression, thus learning to condense his thought and to respect the power of words. In the writing of verse, he learns to discard vague generalities for concrete details. He also comes to recognize, to use, and to appreciate figurative language. To achieve the effect he wishes, he must be concrete. The writing of poetry quickens his senses to beauty and causes the pupil to become more acutely aware of the world in which he lives. All this carries over into the pupil's composition and literature courses and makes him a better student of English in general.



**A Telephone Hour.** On the basis of the total situation, and in terms of the general good that should result from better teacher-parent communication, it would seem that the teacher might find a telephone hour as helpful as does the pediatrician. Instead of having to make special and irregular arrangements to communicate with parents, he would have a designated time for receiving calls. He would be prepared with the pupils' folders arranged in alphabetic order. In the unlikely event that no calls were received, the teacher might initiate them, or set the cumulative records into current order, and so on.—ELLIS WEITZMAN in the *Phi Delta Kappan*.

## Tricks of the Trade

*Edited by TED GORDON*

**TEST ON TAPE:** Try a test on the tape recorder. It improves the teacher's enunciation, presentation, and clarity of thought. It eliminates secretarial work, paper, and the danger of having the test get in the hands of students. It also allows free time for proctoring.—**GILBERT MCKHIEEN**, Lebanon Valley College, Annville, Pennsylvania.

**CHORUS ON TAPE:** Music teachers, why not keep a recorded file library of chorus members? Great improvement in tonal quality, voice production, and general choral quality will be noted in six months if choral members are instructed in how to listen critically to their tonal quality.—**DAVID G. KAROLJUS**, Waller High School, Chicago.

**RECITATION VIA "BOXING":** Ever tried to keep high-school students mentally alert? Place strips of paper containing the names of all students of a particular class in a box on your desk. After casting question or when wishing to call on someone, draw a name from the box. Because no one knows whose name will be called, all are attentive. Students also like this procedure because they feel that it rules out all semblance of favoritism.—**SISTER MARY XAVIER**, St. Mary's High School, Cumberland, Maryland.

**CHEMISTRY APPARATUS:** Our chemistry lab is one of the old-fashioned type with waist-high worktables and reagent shelves at about eye level above the work space. Pieces of equipment are constantly being knocked off the desks by students moving about during the lab work. To avoid a lot of this breakage and expense we have made the lab requirement that *no piece of glass apparatus may be placed on*

*the desk within reach of the elbows.* Students are graded regularly on lab technique and I test this part of the technique by going around elbowing all work-table tops.—**PAUL WESTMEYER**, University High, Urbana, Illinois.

**TREASURE HUNT:** A treasure map is drawn on the board. The pupils discuss it informally. Those who choose to use it vary the map to suit themselves and develop a "story" according to their own fancy.—**MRS. BLAIR T. HATHAWAY**, Gainesville, Florida.

**PROTECT YOUR WATCHES:** If you wear a wrist watch and need to take it off to immerse your hands or do work that might endanger it, you can keep it protected by placing it in an eyeglass case.

**HOME-COMING HEADACHES?**: Our home-comings are built upon experience and are preplanned a year in advance by our students. Following home-coming activities, each home-coming committee meets to establish guides, based on their experiences, to aid the following year's committee. Detailed check lists are compiled by each committee, so that these responsibilities can be delegated to individual committee members the following year. Planning and experience—an unbeatable combination.—**DALE C. JOHNSON**, Laboratory High School, Cedar Falls, Iowa.



**EDITOR'S NOTE:** Readers are invited to submit aids and devices which may be of help to others. Brief, original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE.

*For those teachers who are considering a change in position*

## STOP, LOOK, AND LISTEN

LATE IN AUGUST, 1955, I accepted an offer to join the staff in a small college. My appointment came by wire over a distance of more than two thousand miles. The telephone operator read slowly and distinctly: OFFER POSITION REGISTRAR AND DIRECTOR STUDENT PERSONNEL THIRTY SIX HUNDRED DOLLARS FOR TWELVE MONTHS HOUSING AVAILABLE REPORT FOR DUTY SEPTEMBER FIRST OTHER INFORMATION FOLLOWS CONFIRM BY WIRE. This terse notice represented for me the fruition of a cherished hope to become a member of the great army of American educators. It was my initiation into the teaching profession.

In order to meet my appointment the first day of September, I plucked up my family and raced with them from the Midwest to the southeastern corner of the country, a distance of about thirty-five hours by train. With implicit faith in the "housing available" clause of my employment notice, my family settled in makeshift quarters on the college campus. This implicit faith was to be my undoing before the school year ended.

At the institution's "preplanning conference," I noted with surprise that more than 50 per cent of the instructional staff for the current year was composed of per-

sons hired about the same time and through the same techniques as I had been. They had been recruited from a variety of localities which included New York, Connecticut, Wyoming, and New Jersey. They represented colleges like Columbia University, New York University, and the University of Wyoming. Some of them had previous experience. The preplanning conference over, I attacked my new job, which reprehensible operation, prior to my employment, had left in a breath-taking disorderly state. The consciousness of my opportunity to be a part of the greatest enterprise in America—the education of its millions of youth—became my basic motivation. I was up early and stayed up late. As a reward for my enthusiasm, my employer granted me, of his own volition, an increase in salary of several hundred dollars per year, a portion of which appeared on my first month's check.

Early in November, the living quarters to which my employer had assigned me in August left no doubt that it was not intended for winter living. It neither kept in heat nor kept out cold. When I presented the problem to my employer, he talked sympathetically but did nothing. My family remained in the house through a winter said to be the severest in the area over a period of several years. But my prayer for better living quarters was answered in the spring. A house situated three blocks from the campus became vacant. I notified my employer of my intention to occupy it. To my surprise, I learned that the "housing clause" in the telegram of August 17—call it "contract" if you prefer—was a vital condition of my employment. I was given the choice of utilizing the housing facilities on campus or having the college terminate its obligation to me. Simple recognition of

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### EDITOR'S NOTE

*This is an unusually frank account of an injustice caused by sharp practice. We decided not to use the author's name—for good reason. Many thanks to Dr. W. C. Meierhenry of the University of Nebraska who urged the author to submit the article to The Clearing House.*

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my responsibility to my family made me occupy the off-campus house. One month later, on June 1, when "contracts" are renewed at this particular college, I was given verbal notice of dismissal. The following day, while on college business in a city forty miles from campus, a letter signed by my employer was handed to me by a fellow employee. The letter was to the point: "I regret that the college does not find it possible to renew your contract relationship for the ensuing year." My first year in the profession had come to an abrupt end.

My jobless situation was not without some consolation inasmuch as 75 per cent of the academic faculty were given releases. Our employer justified his action by declaring us all incompetent. But his theory collapsed when other faculty members whose "contracts" he had renewed for the succeeding year resigned in the midst of the summer session. Among the group who were dismissed or resigned were courageous men and women who knew that they were wiser because of the past year's experience and who gave evidence that they were ready to adjust for continued service in the classroom. Others were sufficiently dissatisfied and discouraged to want to quit teaching. With me, the experience distilled out to a question of ethics—the recruiting ethics of scattered but abusive administrators who make a mock of the leadership positions with which the community has entrusted them. My attitude here is not that of a "frustrated family man." Rather, it is a personal reaction to the recognition of the critical shortage of qualified personnel in our schools and the efforts which many unthinking employers are making to aggravate that shortage. Hence, I have asked myself: How might I avoid a repetition of my past year's experience? Is there any contribution which I might make in the interest of inexperienced job-seeking teachers whose telephones will ring late in the summer? For, believe it or not, many an educational tyro will be recruited over the tele-

phone and his "contract" will be delivered to him by the long arm of Western Union in the form of a few ambiguous and indeterminate phrases. It is with this group of potential teachers that I wish to share the following conclusions relative to my first year in a teacher-employer relationship.

If you are still looking for a position during the closing days of August:

(1) Be wary of the administrator who depends upon last-minute calls to fill vacancies. The chances are equal that he will also make last-minute decisions to release you when he finds his bargaining position less precarious.

(2) Be careful that you do not confuse a telegram "summons" to work with a genuine, foolproof, mutual contract. If you cannot meet your employer face to face to talk policies, give him a truthful picture of what you expect and insist that he spell out what he expects of you.

(3) Watch for statements which permit more than a single interpretation. If you have doubts, better lose the price of a phone call than a satisfying year in your vocation.

(4) Don't be flattered by a "lumping together" of what appears to be a list of important positions. You run the risk of walking into all the vacancies which last-minute phone calls could not fill.

(5) Analyze each late-summer call. reputable institutions have filled basic needs in personnel by this time. Do your best to get placed in the spring.

(6) Think twice about a phone call from an unusually great distance. Your expense for cross-country moving might leave you in a rut for the rest of the year.

(7) Don't take for granted the fact that the institution calling you is listed as being in the environment of a well-known city. Convince yourself that it is the situation you want to be in for a year at least.

If these hints have come too late to be of help this year, if you are already on the job, then:

(1) Note by what percentage new faculty exceeds the old faculty. Take into account the number of years any one member has served the institution.

(2) Pay close attention to remarks about the duties your predecessor failed to perform, but which you will be expected to accomplish.

(3) Quit thinking that all is well if the matter of salaries is played up on the slightest provocation in private conversation or faculty meetings.

(4) Be cautious about the expression: "My faculty thinks I am autocratic, but . . ."

(5) Important! Keep count of the number of faculty meetings. If held once each three

months or at greater intervals, are they called solely for the purpose of hearing administrative decisions and needling the faculty?

Conditions like the foregoing should be the exception rather than the rule. If they obtain where you work, grin and bear it but face the fact that your "contract" did not say what it should. Slap yourself into a realization of your insecurity. Be prepared for the day when you might be told: "I regret that I cannot renew your 'contract' for the coming year." If you fail to be prepared, it won't be your employer who is aggravating the teacher-shortage problem. The fault will be yours.



## Memorandum

**TO: THE PRINCIPAL**

**FROM: ED OAKES**

**REGARDING: Any gripes I may develop!**

The next time I come in to complain, please remind me that I wouldn't have a job if

- My students had been so well taught by their former teachers that they knew everything perfectly without my teaching them.
- My students were so well behaved that they would sit unattended and listen to the recorded lesson of some really great teacher while he taught them via the recording machine or television.
- My students were so intelligent that the third assistant office boy of the Second National Bank could explain something to them and they'd understand it perfectly.
- My students had such good parents and such a rich home environment that I could offer them no new experience or any needed guidance.
- My students were so skillful with their hands and creative with their imaginations that beauty rolled from them like rivers of water.
- My students had such high moral standards that I could set them no better example.
- My students understood human relationships and practiced democracy so well that they were able to handle every social situation without my help.

*Or if, on the other hand*

- My principal was so skillful he could handle every problem that arose without my help.
- And my colleagues were so wonderful and well adjusted that they never needed my co-operation or a word of advice or encouragement from me.

*Then:*

You wouldn't need me around and I wouldn't have a job . . . AND HOW I LIKE TO EAT!

**SLAUSON JUNIOR HIGH SCHOOL  
ANN ARBOR, MICHIGAN**

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SLAUSON JUNIOR HIGH SCHOOL.  
ANN ARBOR, MICHIGAN

# VOCATIONAL UNITS in the English Course

By  
**JAMES O. BERMAN**

TIN-PAN ALLEY'S CURRENT ANSWER to youth's concern about the future is "Que Sera, Sera." Since the high-school pupil must choose his courses in the light of his hopes and plans for the years ahead, he needs more counsel than this tuneful advice affords. Vocational units incorporated into the English course of study can supplement the guidance program of a school and at the same time assist in achieving the aims of the language arts curriculum.

In Plainfield High School the English course of study includes vocational units for junior and senior years. The department committee which formulated these units believes that they will not only help to relate the English course to the immediate needs of our pupils but will provide motivation for practice in all forms of communication. The department feels a definite responsibility for teaching the many practical language skills which the pupil needs as he ponders a vocational choice, seeks occupational information, and takes the initial steps which will lead to a job after graduation or to further schooling.

The first problem faced in planning a vocational unit for an English course is how to limit the undertaking so that a

disproportionate amount of time is not required by a study of occupations and by all the activities arising from the guidance process. The Plainfield school system begins guidance in the elementary schools, and the high school provides the services of counselors and a job placement director. The department committee agreed, therefore, that its purpose was to plan units which would emphasize language skills rather than occupational information. The units were placed in the junior and senior years because motivation is stronger at this time and because the students' needs are immediate.

The junior vocational unit is based on the premise that anyone considering a vocational choice must first undertake to study himself and, concurrently, to gain occupational information. The unit outline begins with suggestions for class discussion of the question, "How should a high-school student proceed to decide upon an appropriate vocational goal?" This question leads to a consideration of the importance of self-appraisal. By means of panel discussions and individual themes, the class agrees upon a list of factors to be weighed in self-evaluation. The unit includes among its supplementary materials a questionnaire to help the pupil in his self-appraisal. The questions provide a basis for class discussion, and the forms then can be issued to the pupils for their personal use. A class may also compose its own version of a questionnaire.

The junior unit next leads the student to begin a study of occupational information. The class discusses the sources of such information and the means of securing it. An

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## EDITOR'S NOTE

*A time allotment of two weeks in the junior and two weeks in the senior English classes covers the units described in this article. The author emphasizes that these units are vocational, not occupational. He is on the faculty of the Plainfield (New Jersey) High School.*

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initial activity is a visit to the high-school library to examine its file of occupational pamphlets and to explore the shelves of guidance books. Attention is also directed to the materials available in the counselors' offices. Motivation is provided for attendance at the many vocational conferences which are part of the school guidance program. Pupils are then asked to select one occupation for individual research. Their findings provide material for oral and written reports. Included in the unit is an outline for the study of an occupation (adapted from Max F. Baer's *Occupational Information*) which is helpful to advanced students who may wish to undertake a research paper on an occupation.

Since one of the best sources of occupational information is the interrogation of adults in the community, the unit includes an interview form for this purpose. Pupils can report to the class on their findings. An outline for analyzing the want ads in the classified section of the daily newspaper offers another activity in gathering occupation information. Field trips, letters of inquiry, and classroom talks by personnel managers from local industries are other means of promoting desirable language skills. The classroom teacher adapts the unit to the interests of the pupils and to the exigencies of time.

In the senior year pupils are confronted with the urgent necessity of seeking admission to advanced schools or the even more pressing requirement of getting a job in the occupation of their choice. How successful will they be in filling out application blanks? Will they make the desired impressions in their interviews? Will their letters of application receive favorable attention? These questions indicate some areas of language instruction which are provided in the suggested activities of the senior vocational unit.

The unit begins with a consideration of the ways in which employment can be found. In addition to the school placement

office, the services of the local office of the United States Employment Service are explained. Representatives are willing to visit classes to explain the helpful functions of the service. Personnel men from business and industry in the vicinity are glad to describe opportunities for high-school graduates. A reading lesson for the purpose of teaching the use of such classified advertisement pages as those in the Sunday edition of the *New York Times* is of practical value.

Since a personal interview puts demands upon the language skills of the job seeker, the unit includes preparation for the interview. Students learn what information the interviewer will seek. Student dramatizations of typical interviews provide good language activity as well as prepare for the actual experience. As an example of the assistance the community can provide, many of our classes last year received firsthand knowledge from a team of interviewers sent by the local office of the New Jersey Bell Telephone Company. A supply of pamphlets, *How to Find the Right Job*, is provided by the Calco Company. Similar booklets are circulated by other industries and are made available through the services of our placement office.

For college preparatory pupils, the unit places its emphasis upon preparation for the interview by an admissions officer. The counselors can provide help in this area, and college representatives who visit the school can be invited to address classes.

Instruction in filling out job or college application blanks is given. For this purpose, the guidance department has collected for class use kits of representative employment and college admission applications. The department committee realized that the experience of filling out the "real thing" would be more instructive than practicing with mimeographed imitations. The co-operation of a college whose application form was judged to be typical was secured so that a supply of these applications can be used for instruction. A local industry

likewise contributed a sufficient number of its employment forms. The language used in applications frequently presents vocabulary problems.

Writing the letter of application for college admission or for employment has always been taught in English classes, and the senior unit reviews this area. It also adds instruction in the composition of a personal data sheet to supplement such letters.

Supplementary activities for both juniors and seniors are also included. The resourceful teacher will think of others, or they may be suggested by pupils. The unit outlines are considered flexible. Advanced classes will undertake some of the projects; less able groups will stress others. Most of the proposed features of the units were sug-

gested by teachers in the department who had found them successful in their individual classes. The counselors and the placement director provided further advice and materials.

The English course of study suggests a time allotment of two weeks in both the junior and the senior years for the vocational unit. Thus, the department is obviously not undertaking an occupational course, which is not the responsibility of the English curriculum. The units, at best, will help relate the English course to the pupils' immediate needs; they will supplement the vocational guidance provided by the counselors, by the placement office, and by the curricula of other departments of a modern high school.



## Flies in the Soup

By EARL W. THOMAS

(Section, Alabama)

"Dear old Brownbrick High School . . ." Thus started the school song. And that was fine. However, there were a few flies in the ointment, and the biggest fly was Miss Florence Flowbridge, English 11 and 12.

Miss Flowbridge was an authority on American literature and English grammar. Therefore, she was definitely to be dreaded, even avoided. But at this point another fly appeared in the ointment. She was the only teacher of English 11, required for graduation. She was the only teacher of English 12, required for graduation.

Along the line somebody asked the principal of our school, "Why do so many of the children quit school upon finishing the tenth grade?"

Our principal, jolly Mr. Stumblebury, replied in his gayest voice, "They are of legal age to quit." The students who heard him knew a different story, as did the teachers, as did Mr. Stumblebury. Students quit rather than face Miss Flowbridge's English for two years. Two years of "literary masterpiecing" was too much for most everybody.

Really, Miss Flowbridge was not a hard teacher. Her courses were easy. All any Simple Simon needed to make *B's* was an I.Q. of 195. Each semester, for example, it was necessary to earn one hundred points on book reports. As Miss Flowbridge would say, "Children should be encouraged to read outstanding literature." Three points were the maximum award for any of Robert Louis Stevenson, Charles Dickens, or Mark Twain. A student who read three-point books had to plow through more than thirty books each semester. So far as I can learn no student ever found a book for which Miss Flowbridge would grant ten points.

Once, a boy who was going to quit school the following day carried in an entire set of Shakespeare's plays. He was told it would be worth nine points. Reliable sources say he dropped the set onto her toes and quit school at that moment.

A survey in our community showed we have fewer high-school graduates than any other community of like size in the state. The citizens of our community know why. The only person in the dark is the instructor in English 11 and 12.

# VOCATIONAL UNITS in the Junior High School

By

HELEN C. LODGE

EXAMINING COURSES OF STUDY for secondary schools today, the perceptive teacher is bound to be impressed by the number of units concerning vocational choices which are listed for both junior and senior high school. Units entitled "Careers," "I Find My Vocation," and "A Survey of Community Work Patterns" are listed for required English courses for junior and senior high school. Apparently within the last decade, many English teachers have found themselves held responsible for helping adolescents acquire knowledge in an area alien to the traditional preparation of English teachers and alien to the traditional subject matter of the required English course.

How fare these units in the classroom? Many English teachers, particularly those making a first attempt at teaching this unit, probably dread attempting to launch out on what seem to be uncharted seas. Collection of materials and the development of a sequence of procedures will, of course, aid the beginning teacher who finds that textbook procedures and materials are bound to be inadequate here. In the writer's experience, a good many English teachers, particularly in junior high schools, enjoy

teaching this unit and often cite activities within its scope as marking the high point of student interest in English during the semester. These teachers have found that many functional oral language situations—interviews, mock interviews, panel discussions, and even telephone etiquette—are present and can be utilized for language gains. Opportunities for compositions are here when the teacher can tap the interest in real people who have achieved in many walks of life and, of course, the student's interest in himself and what he thinks his changing physique and developing interests and abilities imply for his own future. These teachers who value the unit can point to a wide variety of books concerned with the pattern of life associated with particular occupations. Fiction, ranging from such excellent junior books as Lorna Hill's *A Dream of Sadler's Wells* to such adult reading as Mary Ellen Chase's *A Goodly Fellowship*, offers the student an opportunity to explore vicariously the pattern of living associated with a desired occupational choice. The field of biography, wherein there is a wealth of superior books for young adolescents as well as for mature readers, offers the adolescent the opportunity to enjoy reading about many famous individuals when they were making the transition to adulthood.

After teaching the unit, teachers may note with satisfaction the language gains associated with its activities. Looking at the actual content of the unit, however, teachers are inclined to ask themselves such questions as these: What degree of success can the unit provide in aiding students in gaining insight into themselves and in starting

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## EDITOR'S NOTE

*The author says that this article is in part based upon observation of teaching practices in the secondary schools in which she supervises student teachers for Los Angeles (California) State College. The research part of the article is based upon her doctoral study. She is assistant professor at Los Angeles State College.*

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them along the road to wise, realistic choices of vocational patterns? Is the student at the junior-high-school level ready to look at occupations realistically? Almost all teachers know youngsters who persist in stating occupational choices—medicine, dress designing, professional baseball, acting—when all available data concerning these students indicate that their choices are "glamorous" rather than realistic. Has the barrage of misinformation concerning many occupations—particularly the professions—on television, in comic books, and in cheap magazine fiction—rendered many of our students incapable of a realistic appraisal of the world of work and of the life patterns bound up with these occupations?

Here educational research can supply some guidelines for teachers who are working with young adolescents. A study carried out by the author dealing with 160 eighth graders in two small towns in northern California indicates that the majority of boys and girls of thirteen and fourteen are well on their way to making rather realistic choices of occupations for themselves.

An essay, "The Person I Would Like to Be Like," was administered with careful directions as to content desired and carefully scaled by two researchers afterwards. This essay, with the same careful set of directions, was administered to the same group of 160 pupils three times during a period of eight weeks. The first and second administrations of the essay were, respectively, before and immediately after a unit concerned with American historical biography. The third administration of the essay was eight weeks afterwards. The compositions were, on the whole, remarkably consistent and little affected by the unit taught. An analysis of the persons reported in the essay indicates that "The Person I Would Like to Be Like," the ideal self, is already a composite at this age, that a very large proportion of boys and girls are already abstracting and integrating physical and

social attributes into ideal images. There is, of course, great variation in the skill with which the integration is achieved and described, in the number and kind of figures from which the abstracting is done, and in the traits selected.

In the first two sets of essays, many boys and girls selected glamorous occupations, where the elements of excitement, high living, and wealth seemed to be present in the life pattern described by the subject. A closer examination of the essays, particularly the third set, yielded the interesting point that some of these boys and girls had mentioned second choices, generally occupations definitely more closely geared to their own abilities, experiences, and, often, socio-economic status than were their first choices. Individual interviews conducted with eighty of the subjects after the third administration of the essay yielded further confirmation of the existence of a second choice. One of the questions in the interview schedule was this: "If you could be doing anything you wanted to be doing ten years from now, what would it be? What would you be doing for a job? For fun? Why?" This question, in the opinion of the two interviewers concerned, evoked carefully thought out, full responses. A sizable majority of the interviewees made realistic occupational choices. One of the most conspicuous changes noted was that the great majority of boys and girls who had made glamorous or high-professional choices for occupations in the essays indicated here that a second, lower-level, more realistic occupational choice existed than was described in the essay and that they were quite willing to alter occupational expectations in line with their abilities, finances, and choices of success.

Often the second-choice occupation was related to the first choice in terms of skills and education required. Thus a boy wishing to become a jet pilot still gave this occupation as first choice but volunteered that becoming a mechanic would be a satis-

factory second choice if he couldn't become a pilot. Girls who had chosen to become nurses and dress designers indicated that running small home-nursery schools and just being housewives and adept seamstresses were acceptable substitutes. Others, particularly the girls, indicated great uncertainty, often not present in the essays, as to just what they would be doing in ten years' time. Some of these girls, it developed, looked forward to being married and keeping house and wanted no lengthy career to interfere with this ultimate goal. By statistical test, the changes made are so significant that they cannot be attributed to chance. It might then be stated that a strong vein of realism already underlies the occupational expectancies of these adolescents even as early in their educational experience as the eighth grade.

In terms of this research, then, even in early adolescence, students are speculating

concerning their vocational patterns and are coming to terms with their own abilities and interests as well as with economic reality. Probably many teachers, sometimes unknowing, have helped boys and girls to consider more realistic vocational choices. Perhaps wise teachers can prevent talented but underprivileged children from making too soon choices that seem indicated by socioeconomic status, family responsibility, and lack of enough information about many fields. Some further insight into himself can certainly come from the student's attempt to assess his total self-abilities, interests, and personal traits—with reference to occupational "families." Last but far from least, the literary content of the unit can help adolescents, particularly those who lead lives restricted by geographical and social barriers, to follow vicariously some of the roads which seem to invite exploration as a result of the activities of the unit.



## On Being an Assistant Principal

By SAMUEL G. GILBERT

(Brooklyn, New York)

Short years ago, the assistant-to-principal was closely associated with clerical chores, with emphasis on such items as checking rollbooks and stamping textbooks. Sometimes, he was assigned solely to be a disciplinarian. His techniques reflected, in the main, facets of authoritarian, inspective, or paternalistic supervision.

Today, the picture has changed radically in every respect, except that the assistant still is underpaid. He has a variety of horizontal and vertical assignments requiring specific skills in areas of organization, administration, and supervision. He is conversant with all aspects of child growth, teacher training, and community relationships. He gives courses aimed at improving instruction in every curriculum area.

The assistant is much closer in rank to the teacher than is the principal. This is frequently

a tremendous advantage. Assistants know that teachers are a proud, intelligent race. When the assistant presents cold facts that reveal weaknesses, the staff will want to initiate and suggest solutions. He must be willing, at all times, to consider their problems. The teachers must feel that the assistant knows they can learn and improve; that the assistant has not made up his mind about the teachers on an absolute basis.

He works steadily toward his highest goal of making the teachers self-directive and encouraging them to evaluate their own services. The assistant's leadership, in short, consists of his getting teachers and pupils to assume leadership. He will criticize policies and practices, not people. Ideally, the assistant thus becomes a consultant, not a discoverer of weaknesses. His basic tool is persuasion rather than coercion.

# CONSULTANT—FOR WHAT?

By NORMAN R. DIXON

IN THIS AGE of educational inflation, practically every school center or school system worth its appropriation rings the alarm for a curriculum consultant at one time or another. The curriculum consultant is usually notified by a sketchy telephone call, a lean letter, or a thin program—or even by nebulous word of mouth. Many times he is told only the theme of the sessions, the number of times he is to speak, and on what subjects. Often the more he tries to find out about the details surrounding the choices of the theme and his expected role, the more baffled he becomes. Under such confused conditions he considers it an original sin that he was ever selected as curriculum consultant.

Usually, there is little or no prior planning by consultees, and the harum-scarum, helter-skelter haphazardness of it all makes the curriculum consultant a lesser breed without the law. He is called as a curriculum *repairman*, not as a social engineer possessing professional competence in a content area. He is commissioned to perform an agonizingly difficult task, a task for which he must have pipelines to deity! After the curriculum consultant has been summoned, consultees expect to settle down, lean back, and listen to the oracle with Victorian complacency, entranced by the magic carpet method of problem solving.

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#### EDITOR'S NOTE

"Consultant" is a common educational term nowadays. What does it mean? How should a consultant fulfill his proper function? The author writes his comment sharply and we think you will like it. He is associate professor of education in the graduate school of the Florida Agricultural and Mechanical University, Tallahassee.

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#### *Prior Experience with Consultants*

Consultees were delighted if the curriculum consultant amused and entertained them to no end by pouring from his barrel of embalmed jokes steady streams of funny stories which kept them laughing—and awake—through each session. In short, the curriculum consultant was a one-man Jack Benny show or a full-fledged Barnum and Bailey circus!

On the other hand, the curriculum consultant may have been summoned as a lecturer who engaged in a brilliant talkfest that often left curriculum and teaching problems where they began. Ready-made, canned prescriptions were given. Facts were swallowed by consultees, but they were not digested and assimilated.

As an orator, the curriculum consultant was often called upon to speak (with the authority of a sophomore) on local curriculum and teaching problems which he neither understood nor knew. The golden-throated orator, therefore, unleashed fiery verbosities with forensic flamboyance! Often he thrilled his captive audience as he flushed out profundities or whipped up platitudinous expressions of hope. Many times he shook up the subject but did nothing too constructive with it because he spoke in generalities that were not so glittering. At the end of it all, he found that he had exhausted the subject—and the audience.

#### *Toward Intelligent Use of the Consultant*

The curriculum consultant should be called upon as a resource in the problem-solving process. Prior to his coming, consultees should have batted their problems around and subjected them to critical appraisal. They should have refined their descriptions of problems and should have

critically analyzed school-community conditions which directly affect their problems. When they request the curriculum consultant, they should describe their problems, the affective school-community milieu, and what work they have done on their problems. Also, they should suggest to the curriculum consultant how they think he can best serve their need. In fact, the curriculum consultant should be summoned when consultees have reached an impasse, a situation involving doubt or perplexity, or a forked road situation. With the consultant they work through their knotty problems. As they do so, they become involved in the problem-solving process, which is often more refreshing than a coke! In group

process the curriculum consultant functions as an astute democratic leader assisting consultees to become increasingly more competent to solve their own problems. Indeed, his reason for entering the consulting relationship is to incite a good deal of cerebral commotion! The more consultees taste the fruits of democratic group participation, the sharper their appetites are likely to become.

Truly, the function of curriculum consultant is an honorable and a promising one, but it needs to be subjected to as much objective scrutiny as a bug under a microscope! Unless and until consultees have a *real concern* or a *vital problem*, *caveat emptor!*



## A Substitute Speaks

The substitute is more than a baby sitter. If she is a good substitute, and if the regular teacher has done her part, the substitute can carry on, maybe not at the regular rate of progress, but rapidly enough that there is no lag in the year's program.

There is a special talent or maybe I should say, a sixth sense that a substitute develops. This, too, is aided by the regular teacher. If she has good discipline, well-organized classes and a good relationship between herself and her pupils this will carry over when the substitute takes over. Ordinarily the students behave as they are accustomed to behaving. This works in reverse also—if the substitute allows disorder, has no standard of behavior, the regular teacher returns to chaos and confusion.

Here are a few of the "aids" a regular teacher can have ready . . . :

1. A seating chart of each class and her grade book.
2. A notation concerning her procedure.
3. A plan of study to be used in her absence.

Discipline is a substitute's greatest problem, primarily because she doesn't know the students' names and, therefore, cannot be specific in her approach. Of course, if she has substituted frequently in a particular school she soon knows the students and they know her and what to expect of her—but until then it is a great help to be able to say, "John, you need to get to work."

The grade book is a great aid at this time. To be able to tell at a glance the reliable or unreliable student is often a life saver. A stab in the dark can often result in a great deal of unnecessary giggling and snickering and often embarrassment for both teacher and student.

If there is a homeroom with opening exercises or if the regular teacher uses an opening drill or discussion period, it helps if the substitute can also follow this routine. Children, even teen-agers, react adversely to change. They become restless and easily excited.

In almost all departments there is some assignment that can be held in reserve for an emergency. Sometimes it can be a spelling lesson, a reading assignment from some magazine, problems outside the text or a review test.

If you have a test, if possible, include the Key. It is a nuisance to return to school after an illness or long conference meeting and be faced with stacks of papers. Your substitute can usually check one set of papers while the next class is taking its test. I have found the pupils keep busier and quieter, if I too, am busy.—AWYN STARBUCK in the *Kansas Teacher*.

# *Automation and the Curriculum*

By T. EUGENE HOLTZCLAW

THE WORD "AUTOMATION" was coined approximately nine years ago to describe automatic laborsaving machines and devices for handling products between various steps in the mass-production process. In the brief history of this word, the above meaning is becoming obsolete. Such a process is simply referred to as an automatic operation. Automation involves a more complex process of self-regulated devices called "feed back." The "feed-back" system of automation makes any necessary changes in the operational process and corrects any errors or continues to make adjustments so that error does not occur. It is a process in which the push-button machine pushes its own buttons. Directions on a tape or beam of light may direct a machine or computer to change from one very complicated mechanical process to another or to make difficult calculations in a fraction of a second.

Automation, although not new in theory but relatively new in practice, is bringing about a drastic change in American society. Educators should not wait for society to effect the necessary changes in the high-school curriculum but should proceed in their normal role of leadership with orderly planning for change. Although an automated society should have a strong concern for bringing to the attention of educators the results of scientific research and

technological developments, the ultimate responsibility for keeping the high-school curriculum geared to the demands of the age rests with the educators.

Obviously no fixed or universal detailed high-school curriculum could be, or should be, proposed. Nevertheless, certain curriculum forms and principles should provide a goal toward which to move and a standard by which to measure alternative curriculums.

As high-school youths move from adolescence toward adulthood in the automation era; they need help in achieving greater intellectual maturity, skill in logical analysis, disciplined imagination, effective human relations, occupational efficiency, and a feeling of membership. These are curriculum matters calling for a remodeling of high-school education adequate for the changes now evident and those to come. The statement of Professor Norbert Wiener of the Massachusetts Institute of Technology that "automation will leave to machines the dreary work they can do better than men and will lead to a greater use of man's ability to think, to analyze, to synthesize, to decide, and to act purposefully" can ably serve as a motive for revising the high-school curriculum.

If a solution to the problems of automation is to be realized, society will expect and educators must make available to the student more than just a specialized preparational program. Such a program places undue limitation on the student's imagination, judgment, and ability to think logically. The curriculum should be governed largely by patterns of general education in which there is an integration of ideas and experiences within an ever-expanding body of knowledge that will develop attitudes, abilities, and behavior patterns adequate for an automated democratic society.

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## EDITOR'S NOTE

*All we know about automation is secondhand. We have not been "automated" in any way, to the best of our knowledge. The title of this piece got us thinking. Will automation have an effect on the high-school curriculum? Probably, according to the author, who is on the supervisory staff of the Richland Parish School Board in Rayville, Louisiana.*

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This does not mean that the curriculum should not provide for specialization of certain kinds of concentrated study; but specialization and concentration should always assume a parallel or an "in-addition-to" role. Specialization attempts to meet the technological and professional-education interests of students as well as to meet the needs of students with superior ability. Thus, there develops a need for a two-phase curriculum including both general education and specialized education.

In an automated democratic society, general education should include those disciplines considered as necessary preparation for the present and future everyday life of its citizens. Certainly the everyday life of a citizen will be modified to include increased job skills, less drudgery on the job, more leisure time, increased production with greater purchasing power, higher standards of living, and a host of others. If the curriculum is to be effective in the solution of the problems posed by automation, it must include disciplines emphasizing the acquisition of knowledge acquired through systematic study. The high school must assume that the acquisition of knowledge is of little value without the skills necessary for use of it. The curriculum must provide opportunity for the individual to study problems pertinent to the era and society in which he lives. The problems of automation cannot be solved through common observation unavoidable in ordinary life or from solutions of previous problems in which a limited display of knowledge is evident. This means that systematic study of organized disciplines is indispensable if the curriculum is adequate. If the study of problems of society under automation is not posed and analyzed to give practice in using knowledge, the curriculum is incomplete.

The disciplines included in the general education phase of the curriculum should be restricted to key concepts and principles, omitting many of the details significant to

the specialist. When a concept or principle is taught, it should be taught as applicable to a wide variety of situations. This in no way proposes a watered-down curriculum; it simply advances an idea on how the key concepts and principles of knowledge can be made available to the individual in this world of ever-increasing knowledge.

The language arts should polish the communication skills. The social sciences should leaven the historical, political, and economical environment necessary for the regulation of an automated technology on the local, national, and international level. The natural sciences should present the evolved theories and principles of mankind necessary for understanding environmental conditions to which automation will bring exposure. The deliberative skills of group discussion, consensus, and decision should be the product of all the major areas of the curriculum. Automatic mind training once stood out as a number one purpose of high-school education, but automation demands both consensus and individualism. Consensus enables the individual to conform to a pattern and to be like others. However, consensus without individualism is dictatorial. If consensus is to give rise to deliberative decisions, individuals must become intellectuals rather than automatons.

An automated economy will bring more efficient production. Efficiency in production decreases the demand for labor. Therefore, as the labor force is adequate to supply the demands of producers of goods and services, the work-hour day and the work-day week will both be shortened; thus the possibility of a six-hour day and a three-day week end. High-school education must, in the face of such possibilities, prepare a citizenry for an age in which leisure is to become more than just the fringe of life as has been evident in the past. Wider achievement in a curriculum centered in general education will prepare the individual for wise use of this increased leisure. This does not mean that particular courses

should be designed solely for leisuretime activities, for the employment interest of one student may be the future leisuretime activity of another.

With an increase of man's leisure, there must be an enrichment of his spiritual life. More and more high-school education has to emphasize the importance of the humanistic studies for the preservation of values in this rapidly changing world. The individual should move through a series of fine polishes in these studies until a competency is developed.

Just as surely as automation brings greater efficiency in the production of goods and services, it will create new types of work. A greater percentage of this new work will be found in the area of production, repair, and maintenance of the complicated machines and devices used in the automation era. It is altogether possible that automation will create a type of work for practically any employee skill. The high school must accept its responsibility for the

early specialized training of those capable and desirous of entering highly technical and professional occupational classifications.

However, it must be remembered that specialization is not a substitute for general education. The provisions of high-school education in an automation era do not call for a dual curriculum, with general education and special education as separate and distinct functions. To re-emphasize, special education and general education must function side by side or "in addition to" in the program for those individuals capable of and desiring specialization.

The idea that automation will make possible a greater use of man's ability to think, to analyze, to synthesize, to decide, and to act purposefully, presents the high-school curriculum with an unparalleled opportunity. The basic experiences of the curriculum will provide for the acquisition of knowledge and the development of skills for using that knowledge.



## G.I.'s in Classroom

*By LOUIS GINSBERG  
(Paterson, New Jersey)*

A far-off look is poaching in the eyes  
Of G.I.'s hunched above their books to read,  
With quizzical glance and with a bland surprise,  
The old and curious words that made them bleed.

Perhaps a youth once triggering a gun  
On beaches shaking in a battle's roar  
Now keeps on thumbing words of Jefferson,  
Exploring meanings that he fought once for.

Some of their blood—the G.I.'s feel—once spilled  
In far-off fox-holes during star-shelled nights  
Has given books transfusion and has filled  
Phrases to pulsate in the Bill of Rights.

## Events & Opinion

**TV SUPERVISION:** In culling through the many state educational journals which reach our desk each month, we read in one of them of an experiment which was conducted in a Wisconsin high school. A TV camera was installed in a study hall and kept a watchful eye upon the 550 students who inhabited the premises. A coaxial cable, concealed in ventilating ducts, connected the camera to a fifteen-inch receiving set in the principal's office. Sound was carried on the school's public address system. While this was conducted on a trial basis, it is now planned to install this remote-control monitor on a permanent basis with a corresponding saving of \$1,800 in salary which would be paid to an ordinary mortal teacher. The administrator of this school feels that the use of a TV monitor in the study hall will save about half a salary a year because it will permit the assigning to classroom work of teachers who normally would be in the study hall. Thus, the system could add four teaching hours a day without increasing the pay roll.

Our immediate reaction to this project was to conjure up a vision of George Orwell's "Big Brother"—the seeing-all and knowing-all omnipotent one. In spite of the frightening picture which this represents, we attempted to look at some of the problems which the device does not solve. Granted a teacher may be relieved of this burden and channeled into more "productive" work, but who sits and watches the fifteen-inch receiving set in the principal's office? Does the principal keep a suspicious eye upon this set as he proceeds with his other work? After all, a principal must leave the confines of his office once in a while. Who takes over then?

While this system may report a disturbance, it does not prevent or dispel one. We can imagine that the need still exists to

dispatch a courier in full haste to quiet a student who forgot he was being "watched" or who was trying to beat the system. Of course, there is the PA system. The sound could be reversed and at periodic intervals a resonant and authoritative voice could proclaim, "Quiet! Quiet in the study hall or else I will put a teacher back in there!" That type of threat ought to be sufficient to quell any riot.

To interject a serious comment, we are interested in getting the low-down on this technique and we have invited the administrator of the school concerned to write us about it. We will pass the information on to you.

**SIMPLE ARITHMETIC:** The question is asked: What does it cost an hour to educate a child? The answer, according to the *Bulletin* of the Torrance, California, schools: 24¢ for salaries + 4¢ for other costs = 28¢ per hour to educate a child. All this for half the price of a baby sitter.

**SCHOOL BUILDINGS:** The charge that in the United States today considerable money being spent on school construction is wasted was made by Sloan Wilson and Maxine Livingston in an article appearing in the January issue of *Parents' Magazine*. The authors estimated that approximately eleven billion dollars will be spent on new classrooms before school opens in September, 1959, and, of that amount, a billion or more will be wasted.

There are three big reasons for the waste: The first is the feeling many people have that a school building should be some sort of community monument, rather than just a mechanism for educating children. Efficient and functional design quite frequently gives way to the traditional appearance of building so that it will appease the con-

servative attitudes of school board members and taxpayers. The second great cause of waste is outmoded local building restrictions. Insistence upon unnecessary high ceilings and multiplicity of codes are examples of practices that eat up money which otherwise can be used more productively. The third reason for this waste is the failure of school leaders to take advantage of economies which would be made possible by further standardization of school buildings and many of their counterparts. The use of prefabricated parts should be utilized to a much greater extent. Also, the authors believe that some national agency could provide a choice of basic school designs which would fit the needs of a vast number of school districts. Further, it is possible to standardize on modular components for large parts which could be prefabricated and put together in a variety of ways.

**ATTITUDES TOWARD TEACHERS:** The attitudes and actions of people in New York State have hurt the status of teachers, according to a survey conducted in 199 communities by the New York State Citizens Committee for the Public Schools. Community attitudes revealed that often pupils and their parents do not respect teachers' knowledge of subject matter. In nearly three-fourths of the communities after-school teacher assignments are expected without additional compensation. Less than one fourth of the parents polled would be enthusiastic if a daughter chose teaching, and only 18 per cent would welcome choice of teaching by a son.

Social differences are great between teachers and other citizens. Teachers do not participate actively in politics in more than 70 per cent of the communities. In about 30 per cent of the communities teachers are expected to adhere to a stricter code of ethics than that expected of good parents and community leaders. In more than two-thirds of the communities teachers lead a social life apart from the community.

The report is available from the New York State Citizens Committee for the Public Schools, 270 Park Avenue, New York, New York.

**BICYCLE SAFETY:** Three out of every four American youngsters between the ages of six and fifteen ride bicycles; every nineteen minutes one of these youngsters is injured—and at least once a day, one is killed—in collisions with automobiles. The Association of Casualty and Surety Companies announced the completion of a model plan for the organization and operation of a bicycle safety program on a community level. The program provides for the proper education, training, and testing of bicycle riders and the inspection of bicycles to detect unsafe conditions.

The plan is explained in a booklet entitled "A Community Bicycle Safety Program." Although this publication is not available in quantity, single copies may be obtained at no cost. Requests should be addressed to the Accident Prevention Department, Association of Casualty and Surety Companies, 60 John Street, New York 38, New York.

**THE DEMISE OF THE FUND:** After six years and spending about \$41,000,000, the Fund for the Advancement of Education is calling a cessation to its activities and is consolidating with its parent organization, the Ford Foundation. However, it is expected that the Ford Foundation will continue the worth-while activities of its defunct subsidiary in the following areas: (1) improving teaching through more effective utilization, recruitment, and training; (2) clarifying aims, functions, and relations of schools; (3) improving curriculums; (4) improving educational management and financing; (5) reducing "inequalities of educational opportunity." The foundation will lay heavy stress on increasing the supply and improving utilization of superior teachers.

JOSEPH GREEN

# X = Teacher Y = Pupil

By ORA N. WALTERS

JUST WHAT are some of the characteristics of a healthy, effective teacher-pupil relationship? Certainly we are coming to realize more and more that this relationship *per se* is a major part of the educational process.

Historically the mark of an educated man was his ability to read Cicero, to name the bones of the human body, to write a fine Spencerian hand, and so on. However, as school populations have increased, many high-school graduates have never heard of Cicero. (Perhaps the same can be said for their teachers.) Thus we have had to sacrifice much traditional academic knowledge and formal discipline. Today we expect the high-school graduate to be a well-balanced, emotionally stable individual. His academic background may be scanty—sometimes he has shown himself deficient even in the three R's. We do hope that high school has helped him to become a responsible citizen.

In the training of the high-school pupil no factor is more important than the teacher. Of course subject matter does have some part. But most important is the atmosphere of the classroom, the individual relationship which each pupil may have

with each teacher. Many educators feel that more intangible but valuable outcomes are effected simply by nature of this give and take than are produced by knowledge of academic subject matter.

Take Jimmy, for example, product of an inferior socioeconomic environment. His family background has a long case history of ineptitude and inadequacy. With an inferior I.Q. and lack of desirable personality traits, the boy will probably recapitulate the family case history.

One bright spot in Jimmy's life is his school day. Through his association with his teachers he can learn invaluable facts. He can learn that he is an individual in his own right and entitled to respect even as the future valedictorian of his class. He can learn to approach a superior with dignity. He can learn self-discipline, restraint, and social adaptability. Who will say that these are less important than reading Cicero? These values will stand him in good stead the rest of his life.

One of the primary objectives of education is the modification of the conduct and thinking of the student. His natural impulses may not be antisocial or even unsocial, but they need constructive guidance. Probably much of this tempering is accomplished simply by virtue of the rapport between educator and pupil. How many times have we heard, "I don't remember what she taught us but I'll never forget Miss Beldin."

Probably everyone is familiar with the new teacher just out of college. He approaches his first position with eagerness and unbridled enthusiasm. Frequently this young person has one guiding light that he has remembered out of a maze of informa-

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## EDITOR'S NOTE

*In the ultimate analysis, good teaching is an act of friendship. The teacher who is friendly and sympathetic to the pupil's educational and personal problems has a head start on being a good teacher. We all know this to be true, but sometimes we forget. Mr. Walters is a member of the staff of Memorial High School, New Hyde Park, New York.*

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tion from various methods courses. Somewhere along the way he has heard an instructor say, "The successful teacher is one who is liked by her students," or "Miss Smith was a wonderful teacher—all of the students adored her." So the neophyte approaches the altar of September, confident of success because he has learned the key—the pupils should like him.

The next two or three months tell a somewhat different story. Supervisors visit the teacher frequently; the principal observes class procedure. The conclusion is obvious: "Your discipline is weak." So the teacher returns from Christmas recess with a perspective which has changed slightly. "I must be more firm." The cycle repeats over a period of time and gradually a new conclusion comes into view. The enthusiasm which the student has for his teacher must be tempered with restraint and respect.

At the other extreme, to the novitiate, is the demagogue or, in the language of the students, "the battle-ax." This teacher has a wide background of experience. The members of the community consider her a fixture of the school and they are glad to have their children have a brief contact with her. The principal and supervisor stay out of this room, they know she never has any trouble with the children. She rules with an iron thumb and woe be to the student who steps out of line!

This teacher is feared, she admits it—yes, she is proud of it. A strap or rubber hose or birch rod is her stock in trade. (Use of this instrument is more legendary than real.) However, few if any of the students ever confide in this teacher. There is an unsurmountable barrier between the two—no cordiality, perhaps not even friendliness. You have heard this teacher say, "Give them an inch and they will take a mile."

Even a brief experience as a teacher shows that youth is not a vacuum or a cavern yawning for knowledge. It is indeed rare to meet youth who have a genuine thirst

for learning. On the contrary, you often gain the impression that the average youngster has erected a barrier against scholarship. At best, the learning situation is difficult even when all consequences of personality clash are avoided. The situation is impossible with either the overcordial, friendly, fawning governess or with the stern unrelenting pedagogue.

Somewhere between these two extremes, each teacher must find the niche which best suits his individual personality. It is the area where he can work most effectively, where he finds the best results.

It is significant that a gap exists between the teacher and the pupil. Regardless of chronological age, one is of one generation; the other, another. The very connotation of the words indicates giver on the one hand, receiver on the other. History has erected a similar atmosphere around the relative positions of Socrates and Plato. The Bible illustrates it again in the affiliation of Jesus and the disciples. Thus we must maintain this interval—a distinction is inevitable. It is as necessary as the distinction between parent and offspring. The teacher who neglects to maintain this separation between himself and the pupil—or who allows the students to forget that such a distinction exists—will find his effectiveness imperiled.

Cordiality, dignity, sense of humor, interest in the problems of the young—these are a few of the attitudes that the teacher must reflect in his contact with the pupil. Above all of these, however, the teacher must reflect a satisfaction and contentment with his or her position. The teacher must feel that the job he is doing is the most important one on earth and that he is glad of the privilege of being entrusted with that position. He has faith that the human race can be improved and moreover is confident that he can help to do so. This devotion to teaching gives a teacher a patience which rivals Job. It gives energy to persist with each boy or girl in hopes that some result

will be forthcoming, even when the teacher knows that it will be many years before the results will be apparent (and then it will be too late). It is this religious consecration which indicates that no case is

"hopeless," that every child is one of "God's children." It is by virtue of this inspiration that the teacher himself feels that he is able to inspire and stimulate—which is the end of teaching.

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## Master Teachers

*By KNUTE LARSON*

(Cranston, Rhode Island)

1. How can we use more effectively our best teachers without increasing their work load?
2. How can we reward the work of our best teachers without removing them from the classroom for administrative assignments?
3. How can we supervise and train more effectively our less experienced teachers?

Why not select a small group of master teachers from our faculty? In most cases this selection would be extremely easy. Everyone knows who the really competent teachers are. As the opportunity presents itself, they could be teamed with beginning teachers in the same field. The master teacher should have, of course, a specific title and a salary consideration. If this is not possible at first, it could be deferred until the program has proved itself.

Now the problem becomes one of scheduling. Instead of each teacher's being assigned one section of thirty students in English III, they are jointly assigned sixty students. The details of organization should be flexible to permit a maximum of control by the master teacher. He is responsible for all sixty students. He will introduce new subjects and new material. He will set the standards and the pace for the entire group. His junior partner will assist, chiefly in carrying out the more routine functions. Freed from mountains of papers to correct, the master teacher will do more of what he does best—teaching!

This system could be applicable to all subjects, but it is best suited perhaps to such subjects as physics and chemistry, where the total pupil load is smaller. Lectures and demonstrations would be performed by the master teacher. Lab work and routine assignments would be handled by the beginner. Both teachers would, of course, have to cover the work of the sections as they were split, but they should be alternated so that no group ever wanders too far from the control of the master teacher.

Such a program, carried out by teachers sympathetic to its purpose, should provide certain advantages:

- (1) It would definitely establish the status of the master teacher, clearing the way for a logical salary step based on merit. Rather than the cart-before-the-horse approach involving lengthy and emotional arguments about how merit is to be determined, the school committee would be faced with an established group of superior teachers, working at their business in an effective way.
- (2) It would make possible promotion and recognition *within* the classroom.
- (3) It would help to bridge the gap between training and teaching.
- (4) It would extend the influence of the best teachers to greater numbers of pupils.
- (5) It would permit more efficient use of staff.
- (6) It would give younger teachers an opportunity to work with advanced groups.

# Book Reviews

FORREST IRWIN, *Book Review Editor*

*Maturity in Reading* by WILLIAM S. GRAY and BERNICE ROGERS. Chicago: University of Chicago Press, 1956. 273 pages, \$5.00.

This book is an attempt to answer the question: What is a mature reader? The authors point out in the first part of the book the need for this type of information. They say that the studies they report were stimulated by the rapidly expanding role of reading among adults and the urgent appeals from millions of people for help in acquiring greater competence in reading.

Reading has become a big business in the United States. In 1909 there were 385,000,000 copies of books, periodicals, newspapers, and magazines published. In 1947 this number had increased to 1,393,700,000. This happened while the population increased from 90,000,000 to 150,000,000.

Gray and Rogers define a mature reader as one: (1) who is an enthusiastic reader; (2) who reads a wide variety of materials that contribute pleasure, widen horizons, and stimulate creative thinking; (3) who can translate words into meanings, to secure a clear grasp of ideas presented; (4) who has a capacity for and a habit of making use of what he knows in interpreting what he reads; (5) who is able to perceive strengths and weaknesses in what is read and to detect bias and propaganda; (6) who can fuse new ideas with previous experience; and (7) who can adjust his reading pace to the needs of the occasion.

The authors decided to test the population for mature readers by taking a sampling of the employees in a large department store in a midwestern city. Because the recent census showed that the adult population is divided among people with an eighth-grade education, high-school education, and college education on a ratio of 40-40-20 respectively, they decided to select their sampling on the same basis. They interviewed fifteen persons with an eighth-grade education, eighteen with a high-school education, and seven with college training.

These people were interviewed and placed in five different categories on the basis of their reading status. In the interview these people were asked to read selections chosen for the test and to comment on their reaction to the material read. Their responses were recorded. The five categories of maturity were:

1. Expressions of extreme need for reading in all areas.

2. Expression of enjoyment, interest, and satisfaction in reading.
3. Expressions of reading as a conversational tool or social help.
4. Expressions of neither a like nor a dislike for reading.

5. Expressions of a definite dislike of reading. Breadth of interest in reading was gauged by the number of areas in which the reader expressed interest. Level 5, the highest, showed thirteen areas; level 1, the lowest, one to three areas. "Depth" of interest was gauged by the extent or degree of seriousness of the reader's penetration of a given area. Many other criteria were used in evaluating mature readers, such as purposes, competence, volunteer reading, and so on. Most of the data were accumulated in personal interviews between Miss Rogers and the different cases. Their responses to questions and to selected reading materials determined placement on the reading maturity scale.

The last part of the book deals with a very minute analysis of individual cases. This part shows how the authors arrived at their conclusion regarding the maturity of each case. It is the most interesting part of the book.

The study reveals that not all mature readers are college graduates, although percentagewise the college group rates highest. Enthusiasm for reading ranks high in all groups. Superior readers show greatest penetration of material read. People who are superior readers in adulthood were almost invariably superior readers in childhood. Mature readers not only read more but they talk more about what they read and are more alert concerning current problems.

The authors have given us a very good idea of what constitutes a mature reader. The relatively few people tested who reached the state of maturity were pictured as people who were influenced greatly by what they read. Maturity is reached at that point when reading loses its quality of vicariousness and speaks directly to the reader. It is the point at which reading begins to bring about significant conversions, to make changes in one's core of values, to broaden interests, to open up new horizons, and to provide new and improved ways of thinking about things.

Roughly, on the basis of a score of 5 for a mature reader, the three categories of readers scored something like this: college trained, 5; high school, 2.5; and eighth grade, 2.

*For the most complete and up-to-date high school coverage of American government . . .*



## OUR AMERICAN GOVERNMENT

by Stanley E. Dimond and Elmer F. Pfleger

. . . a 1957 publication designed to give the student an understanding and awareness of his heritage of rights and responsibilities, by focusing attention on the individual in relation to federal, state and local government.

## YOUTH FACES AMERICAN CITIZENSHIP

by Leo J. Alilunas and J. Woodrow Sayre

edited by Stanley E. Dimond

. . . a 1956 text covering the social, religious, ethnic and political problems—past and present—which are an inherent part of democratic living, written to attract and hold student interest.

### J. B. LIPPINCOTT COMPANY

Chicago

Philadelphia

Atlanta

Dallas

Toronto

The implication of the study seems to be that all people need a great deal more help in reading if they are to get maximum benefits from it. The authors have done a very careful and scholarly job of investigating and clarifying maturity in reading. This book, I believe, will have a pronounced effect upon the reading habits of those who are fortunate enough to read it or are made aware of its contents. The book reads well. There is a blending of terse, research-type language and informal theorizing that makes it scholarly and yet extremely readable.

ALLEN G. ERICKSON

*Youth Faces American Citizenship* by LEO J. ALILUNAS and J. WOODROW SAYRE. Chicago: J. B. Lippincott Co., 1956. 592 pages, \$4.00.

Preparation for effective, active citizenship is the keynote of *Youth Faces American Citizenship*. Mr. Alilunas is professor of social studies, New York State Teachers College, Fredonia; Mr. Sayre is assistant professor, New York State School of Industrial Labor Relations, Cornell University, Ithaca. These two authors have organized a text for senior-high-school students which simply but carefully gives young citizens a springboard for dealing with their basic problems.

Organized in ten compact units, *Youth Faces American Citizenship* is impressive in its concise coverage of the many problems, needs, concerns, and interests of modern young people in a country dedicated to democratic ideals and rule "by the people." Active citizenship is the focal point, while life adjustments of vital concern to youth are given careful treatment. Much stress is placed on basic economic needs and an understanding of the economic groups in America, an area that is often neglected in high-school social studies texts. The urgent problems of health and safety are also underlined. The history of the struggle for world peace is outlined with emphasis on Russian-American relations.

The book is a "big package," but the organization is flexible so that any unit may be taken up without others or in any desired sequence.

The style, in general, is objective. Controversial issues are presented in a forthright manner. Differing viewpoints are presented in such a way as to leave the reader free to determine his own course of thought and action. Such sections as the ones on propaganda analysis, pressure groups, and freedom of information tend to help the young citizen become alert to the importance of sifting and weighing facts and opinions in developing sound judgment on which to act.

Bound in lively red, white, and blue with photographs of the Statue of Liberty against the Manhattan skyline, the United States Supreme Court, and a herd of cattle on the western plains, the book will brighten the classroom. The abundant illustrations include cartoons, graphs, and much excellent photography. The captions are well worth careful reading.

Classroom teachers will appreciate the challenging situations described at the ends of the chapters. Lively discussions are sure to follow. Busy teachers will also be pleased to find titles of supplementary materials, both fiction and nonfiction. Audio-visual aids are also listed.

While vocabulary lists, review questions, and suggested projects are expected in any text, they are, nevertheless, important to the activities of any social studies class.

HAZEL FLETT

"Our Reading Heritage" Series: Grade 9, *Exploring Life* by HAROLD H. WAGENHEIM, ELIZABETH VORIS BRATTIG, and MATTHEW DOLKEY (\$3.88); Grade 10, *Ourselves and Others* by HAROLD H. WAGENHEIM, ELIZABETH VORIS BRATTIG, and MATTHEW DOLKEY (\$3.96); Grade 11, *This Is America* by HAROLD H. WAGENHEIM, MATTHEW DOLKEY, and DONALD G. KOBLER (\$4.16); Grade 12, *England and the World* by HAROLD H. WAGENHEIM, DONALD G. KOBLER, and MATTHEW DOLKEY (\$4.40). New York: Henry Holt and Co., 1956.

"Our Reading Heritage" series, organized by themes based on human experiences and universal needs of the individual, aims to help the student understand himself and the world in which he lives.

Units such as "People Like You," "Fair and Foul Play," "Facing Life," and "This Wide World" in *Exploring Life* are designed to bring pleasure and personal satisfaction to the ninth-grade reader and to broaden his areas of interest through good literature. The tenth-year anthology, *Ourselves and Others*, seeks to develop the student's understanding of self and others through his identification with other youth. *This Is America* in the eleventh year vitalizes the spirit and ideals of democracy, both past and present, and presents literature as an interpretation of life. In *England and the World* outstanding works of European and Asiatic writers, with special emphasis upon England's contributions to literature, will acquaint the twelfth-year reader with significant world literature. Special consideration is given to the individual's role in facing the problems of one world.

Each anthology in the series contains a number of parts, each of which concerns the development of a theme. Including an introduction to the theme and a listing of selections with the type classifications, each section combines both classic and modern literature to capture the interests of students with widely different backgrounds and abilities. Refreshing and stimulating samplings of high-quality literature are offered in this developmental reading program.

While easy, average, and difficult selections compose each part, a strong interest appeal motivates the student to raise his own level of reading skills and comprehension. The brief introduction preceding each selection arouses curiosity, paves the way for better understanding, and aids in review later, as well as guiding the teacher in making assignments. Attractive pictures and modern illustrations aid the interpretation of selections and enhance the appearance of the volumes.

"Our Reading Heritage" series provides a variety of teaching aids and suggestions that can be readily adapted to the needs of the class at the discretion of the teacher. Biographical sketches follow each selection. Study questions are designed to help the reader select main ideas and to help him interpret and relate the reading to his own needs. The exercises using words in context and the glossary encourage essential vocabulary growth. A table of contents by types, following the glossary, provides further flexibility and practicability so vital in the teaching of literature. Consideration of the poet's art and the author's skill is an aid to the appreciation of technique. Additional suggestions utilizing newly acquired knowledge in student's speaking and writing are provided in the teacher's manual for the series.

AGNES BOTHEN

*Man's Story* by T. WALTER WALLBANK. Chicago: Scott, Foresman and Co., 1956. 767 pages, \$4.48.

Author Wallbank has placed dynamic man in a world setting emphasizing his geographic environment to bring forth a new edition of *Man's Story*. High-school students will find many important concepts presented in a very interesting organization. Important high lights of man's progress are traced as the text weaves a rather comprehensive portrayal of the various cultures which become basic materials for developing understanding about our present-day societies. Today's concerns of people find an important place in this presentation.

There is a strong emphasis upon the recent world developments including the Eisenhower administration, the Khrushchev-Bulganin regime in the U.S.S.R., the Geneva Conference, Austrian inde-

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pendence, the Mau-Mau problem in Kenya, and current problems in the Middle East. Special attention is given to the analysis of the "three worlds" confronting one another today—the western nations, the communist nations, and the "uncommitted" nations.

The geographic treatment becomes a vital part of the entire text. A sixteen-page historical map section including nine full-color maps is found in the fore part of the book with a great number of charts, graphs, and pictures interspersed within its covers. The text is alive with sensory aids so necessary for effective teaching.

Each chapter is concluded with a section entitled "From the Reviewing Stand." Here Mr. Wallbank draws fundamental concepts, ideas, generalizations and attitudes which can well serve as excellent guides for building a positive point of view by students. For example, he says, "The Renaissance not only rediscovered this world, but it also rediscovered man. The Middle Ages had neglected the individual and had cramped his initiative. In the Italian city-states, men became conscious of their powers and developed a new feeling of confidence." The teacher will welcome the end-of-the-chapter study aids and review materials. Questions coupling background materials with contemporary affairs, lists of key personalities, terms, and a bibliography

of additional reading material all lend support to a teacher genuinely concerned with meeting the aims and purposes of social studies instruction.

The organization of the text lends itself to a variety of teaching plans and procedures. Teaching critical thinking through chronological development, topic presentations, or problem solving all seem feasible in the make-up of *Man's Story*. Attractively bound, the book should continue to make this a popular choice as textbook for classes studying the historical development of world cultures.

LAWRENCE O. HAABY

*Using Mathematics 7* by KENNETH B. HENDERSON and ROBERT E. PINGRY. New York: McGraw-Hill Book Co., Inc., 1956. 436 pages, \$2.96.

The authors in the foreword to the teacher state they had two purposes in mind in writing *Using Mathematics 7*, namely, to provide the pupil with the best that specialists know about learning and teaching mathematics and to simplify the job of teaching. In addition, they state they have selected subject matter pupils need in everyday life and for further study of mathematics and at the same time have taken into account the readiness of pupils at the seventh-grade level by using a simple vocabulary and introducing mathematical terms gradually.

From the standpoint of the pupil, this text should appeal to him. The book has an attractive format. The use of color, and the problems and illustrations should excite the interest of the student.

From the standpoint of the teacher, the text is one which should be easy to use. The content seems well chosen. There is abundant up-to-date problem material related to the pupil's everyday life experiences. The book contains a sufficient amount of material for practice in computation and problem solving. Each chapter contains a "Summary of Important Things to Remember," which enables the pupil to gain better understanding of the main ideas contained in it.

Discovery plays an important part in learning. By use of suitable techniques the teacher can help the pupil discover meanings and invent ways of applying previously learned steps in the attack on new processes. The authors have made use of this valuable teaching technique throughout the book when introducing each new topic. The text is a very good one. The authors have constantly kept in mind the principle of guiding learning in arithmetic with the idea that arithmetic must have meaning to the pupil if he is to use it effectively.

ALFRED J. WIESMANN

*Modern Biology* (rev. ed.) by TRUMAN J. MOON, PAUL B. MANN, and JAMES H. OTTO, New York: Henry Holt and Co., 1956. 757 pages, \$4.88.

*Modern Biology* has been completely revised and has been made an extremely attractive textbook for high-school biology. From cover to cover the book has a wealth of photographs and drawings which help to add to the building of concepts taught in the biology course. *Modern Biology* may be used in teaching at all levels of student ability. The use of boldface type and of italics and the phonetic pronunciation of technical terms as they appear are a definite aid to the reading of the material.

The use of the short overview preceding each chapter and the conclusion following each chapter should aid the student in gaining the facts which are necessary in the development of the desired outcomes. The vocabulary list and the questions of fact and of application of facts and principles after each chapter are an aid to the student in mastering the content of the course. The glossary and index are complete.

High-school biology is needed by each student, whether biology is to be his terminal course or whether he studies further in the field of science. The teacher of biology recognizes that the textbook is only one of the aids he uses in helping to satisfy each student's needs in preparation for liv-

ing and for further study. *Modern Biology* should be a very useful aid to the biology teacher.

GORDON LONNING

*Principles and Procedures of Curriculum Improvement* by VERNON E. ANDERSON, New York: Ronald Press Co., 1956. 468 pages, \$5.50.

In the professionally developed school curriculum, changes are never made for transient reasons. On the contrary, there is direction for and defensible purpose behind each change that is made. The author carefully makes this point in a number of ways throughout the course of this volume. He also accepts the professional responsibility for identifying certain philosophical, sociological, and psychological bases which should be considered before decisions are made concerning curriculum changes.

The two fundamentally different approaches to curriculum development, the subject centered and the experience centered, are described and contrasted. In a very real sense the heart of the book is found in the author's advocacy and description of the experience-centered curriculum.

This book is organized in a psychological manner. First, the meaning of curriculum study is defined and then in careful progression the various factors which undergird curriculum development are presented. As it should be, the book's closing chapter is concerned with evaluating progress toward goals. Mr. Anderson has had broad experiences in the curriculum area. He can be justifiably proud of this book which is must reading for those who are seriously interested in the development of a curriculum which will assist in the advancement of both the individual and the general welfare.

CHESTER T. MCNERNEY

## Who's Who Among Our Reviewers

*Miss Bothen* is an English instructor in the Technical High School, St. Cloud, Minnesota.

*Dr. Erickson* is professor of education at Moorhead State Teachers College, Minnesota.

*Miss Flett* is a teacher of social studies and English in Jarrett Junior High School, Springfield, Missouri.

*Dr. Haaby* is professor of education at the University of Tennessee.

*Mr. Lonning* is head of the science department in the public schools of Austin, Minnesota.

*Dr. Mc Nerney* is professor of education at the Pennsylvania State University.

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# JU & the Newer Media

Associate Editors: HENRY B. MALONEY and MYLES M. PLATT

## Musical Interlude

Rodgers and Hammerstein's first and original TV musical, *Cinderella*, appears on March 31 in place of Ed Sullivan on C.B.S.-TV. Amused and enlightened by his essay on using popular music to teach poetry (*English Journal*, November, 1956), the editors of THE CLEARING HOUSE asked Frederick S. Kiley to do a similar piece on musical comedy. Mr. Kiley teaches English at Killingly High School, Danielson, Conn. We hope his experience gives you ideas for teaching *Cinderella*.

The musical *Carousel* came to our neighborhood theater with the usual fanfare attendant upon all such Hollywood extravaganzas. I possess a normal mistrust of Hollywood superlatives, and having recently reread *Liliom* I decided not to spoil it and to find something else to do the evening the movie was shown, a rebellious gesture I have since come to regret. The next day, as I walked through the school corridors, I heard the echoes of some loud debates arising from clots of pupils here and there. Experience has taught me to respect any subject that will inspire high-school boys and girls to argue among themselves, and so I eavesdropped. Most of them had attended the showing of *Carousel*, and the air was sparking blue with the fire of their enthusiastic pros and cons.

Later on in class I abandoned a planned discussion on footnoting a research paper in favor of exploiting the possibilities of any ideas they might have on American musical comedy. At first I received only a few hints that "It was rotten!" from the louder, less sensitive boys. The girls generally felt that it was a human rainbow of color and song, and they were lyrically impressed. However, they all agreed that the story seemed weak insofar as it was devised only to form a rough trail from one oasis of song to another. They all agreed that the characters were either all good or all evil; apparently the musical adaptation of Ferenc Molnár's drama failed to include the finer shadings that make *Liliom* such a memorable character. Unwittingly, the class had stumbled upon the

common denominator of all musical adaptations, and I decided to take advantage of their discovery.

The next step was a gamble on my part. I suggested that the musical drama might possibly be conceived as an American morality play, similar but not identical to the conventional western story. The response to this was a classroom full of blank stares. They asked me to explain the nature of a morality play, and I complied by reciting the plots of *Everyman* and the *Castle of Perseverance*, relating the simplicity of story and emphasis of moral to familiar musicals. There was still a vague look on their faces, and so I made another suggestion. I told them that the American musical appears to be only a step removed from the fairy tale. They brightened at this and began to make their own associations. They commented upon the scenery and how it contributed toward creating a make-believe world, as did the costumes and the spontaneous bursts of song. Someone identified the hero of *Carousel* with the Gingerbread Man, and another compared him to Pinocchio, without including Pinocchio's fortunate conclusion. The discussion ended with everyone attempting to correlate a musical comedy he knew with the fairy tales he could remember.

I had originally meant merely to help the boys and girls clarify their own ideas on musical comedy, but as I examined this accidental approach, I discovered that there was much more I could do with it. During the next class meeting, I routed the discussion back to the music of the drama. After a few false starts, one of the more perceptive pupils proposed that the music and song must be the focus of the drama because everything else was subordinated to it. The whole class pitched in then and decided that the music and song constituted the dramatic "moments of truth," or poetry of the musical. I spent the rest of the class period chalking on the blackboard the lyrics of various songs from popular musicals, while we examined the meaning of each song in terms of its context in the whole play. The next step was to let them listen to the musicals that were available in record albums. What I had hoped for earlier had developed: they listened critically and with a more intelligent appreciation. But there was still a great deal of ground to be

covered before a complete integration of musical comedy and the rest of their literary cultural heritage could be effected.

I asked for volunteers to read the sources of some of the musical comedies for which we had albums. I was able to distribute these according to the energies and abilities of the variety of personalities I have in my classroom. The novels were chosen by the aggressive boys and girls, *Tales from the South Pacific*, *A Tree Grows in Brooklyn*, and the autobiography *Anna and the King of Siam*. The young lady who virtually swooned with delight when the album of *Kiss Me Kate* was played scampered off to read *The Taming of the Shrew*. Another chose *Pygmalion*, and still another, *Green Grow the Lilacs*. And for the indifferent, sophisticated, men-of-the-world boys, I suggested John O'Hara's *Pal Joey*, and the series of Damon Runyon stories upon which *Guys and Dolls* was based.

They were full of flame when they came to give their individual comparative analyses of the original sources and the musical comedies which had been adapted from them. This project turned into a more violent classroom session than I had anticipated. It seems that their curiosity had led them to borrow one another's books, and more than a few times opinions clashed. However, after the smoke of argument had cleared, it was obvious to them that there was a definite difference between the musical and its original source. They had, by exploiting the original comparison, learned that the limitations of one artistic medium often become the freedoms of another, and that the range of the novel is different from the range of serious drama, just as serious drama is different from musical comedy. The class came to the conclusion that it would be silly for a person to expect musical comedy to be required to provide the intellectual stimulation that one demands of serious drama, for each has a different idea to express within the confines of its own artistic limitations, and each has to be evaluated in terms of its own standards. Therefore, in many instances the musical adaptations were justified, even though they neglected to include some of the more moving scenes of the original sources.

By this time the boys and girls had come to realize that musical comedy does not pretend to make audiences weep too wetly or laugh too loudly. They discovered that it is an entertainment, as a child's trip to Disneyland is an entertainment. The moral springs of the drama itself are not wound too tightly, and the intel-

lectual machinery of the audience is never overburdened. Musical comedy is light. It is sometimes satiric, but never murderously so. And to expect much more of it is to misjudge its fundamental nature and oblige it to become opera.

I was about to snap shut the book on musical comedy and return to the business of footnoting a research paper when a young lady asked what ingredients a story must possess in order to make a good musical. In the face of such a question it was simple for me to practice humility and restraint. I admitted that it would take me some time to come up with a coherent answer, but that in the meantime it would be better if they approached the problem as a group and read things old and new and made their own decisions, based on what they had already learned. I spent the rest of the period suggesting authors they might read, and they spent the next few weeks embarrassing me with detailed questions on the works of these same authors that I hadn't quite gotten around to reading. In three weeks they had completed what anyone would have considered a disciplined reading list. *Tom Jones*, *Vanity Fair*, *Pride and Prejudice*, *Martin Chuzzlewit*, and *Crock of Gold*, to name a few, were the novels they read. They read such plays as *The Shoemaker's Holiday*, *Every Man in His Humour*, *Riders to the Sea*, *Playboy of the Western World*, *Peer Gynt*, and *The Second Shepherd's Play*.

When it was over, I looked over the list of works that had been read, and I was amazed. I was also amazed at the poise and perception they had gained in discussing a literary work. They had plunged into this reading assignment looking for something, and some of their ideas seemed worthy of Broadway's consideration.

Eventually, we returned to footnoting a research paper. This time there were no interruptions, and the wild light faded from the pupils' eyes. But somehow it felt a little dull to be back to normal once again.

### New Date for La Traviata

THE CLEARING HOUSE for February (page 377) carried a study guide on the N.B.C. Opera's TV production of *La Traviata*. After that issue went to press, we learned that the date for the presentation had been advanced to Sunday, April 21.

## N.B.C.'s Thirteen-Week Spectacular

In a bold and widely hailed gesture of broadcasting statesmanship, the National Broadcasting Company celebrated its thirtieth anniversary by offering its production facilities and network lines to the twenty-five hard-pressed educational television stations throughout the United States. In collaboration with the Educational Radio and Television Center in Ann Arbor, the network is completing production plans for almost half a million dollars worth of programming in American literature, American government, world geography, mathematics, and music, to be piped "live" to the ETV outlets for thirteen weeks beginning March 11. Each weekday, from 6:30 to 7:00 P.M., E.S.T., a university professor or similarly qualified authority will preside over his specialty in rotation: Albert Van Nostrand of Brown University for American literature; Professor Elmer Schattschneider, chairman of the government faculty at Wesleyan University; James Newman, editor of the monumental *World of Mathematics*; and specialists yet to be chosen in the fields of music and world geography.

English teachers in the last two years of high school and the first two years of college should find the American literature series an excellent stimulus for their students. Each program will be devoted to one of the following topics: the political novel, war writing, novels of the Far West, American historical novels, the new American essayist, the biographical novel, mystery and suspense, the American abroad, social satire, "the great American novel," humor, the novel of adolescence, and the new poetry. Within each of the categories Professor Van Nostrand will attempt to reveal tradition and continuity by starting with a current best seller and working backwards into the American past for further examples: e.g., Edwin O'Connor's *The Last Hurrah* will initiate a discussion of *All the King's Men, Number One*, and other political novels of the twentieth century on back to works like Bellamy's *Looking Backward*; or Martin Russ's recent book on the Marines in Korea will start a discussion leading through *The Naked and the Dead* and *A Farewell to Arms* to *The Red Badge of Courage*. The purpose of the series is to generate popular interest in searching beyond the best-seller lists for books whose pleasures are lasting, if momentarily lost from public view. The producers hope to use as many paperbacks as they can to make their reading suggestions practical.

This series appeals most of all to me because it seems to provide a casual yet rewarding way for high-school and college English teachers to get together and explore areas of mutual interest. At Trenton State Teachers College, for example, the English faculty is planning to use this series as a way of establishing better working relations between the college and the English teachers in the high schools of the Trenton region. Informal TV sessions with some variations of tea and crumpets seemed to us a decent show of gratitude to the National Broadcasting Company for their interest in our specialty.

P.D.H.

## The Magazine as Art Museum

*Modern Art USA: Men, Rebellion, Conquest, 1900-1956* by RUDI BLESH. New York: Alfred A. Knopf, 1956. \$5.00.

"The Silent Witness" (cover story on Edward Hopper by Alexander Eliot, accompanied by eight pages of color reproductions). *Time*, December 24, 1956, pp. 28-39. 20 cents.

"American Ladies the Artists Painted" (six-page color folio of American paintings). *Life*, December 24, 1956, pp. 158-63. 35 cents.

"Modigliani: the Rage to Paint" (full-color reproduction of "Jeanne Hebuterne"). *Look*, January 8, 1957, pp. 46-7. 15 cents.

*The Work of Art* by STEPHEN C. PEPPER. Bloomington: Indiana University Press, 1955. \$3.00.

"It has become almost as fashionable to accept the relative unintelligibility of most contemporary abstract art, and to nod one's head sagely before it, as it once was to decry it, and to turn one's eyes away from it. All fashions are to be mistrusted, save in the proper realm of fashion." So writes Horace Titus in January *Esquire* in his stimulating essay on a Parisian painter's return to representational art. In his outrageously slanted book, *Modern Art USA*, jazz historian Rudi Blesh has taken such non-objectivist arrogance to its ridiculously absurd conclusions. Not only must one now nod sagely before abstract art, one has also to sneer at representational art. To give a sense of the book's wonderful balance, Marcel Duchamp rates 21 lines in the index; Ben Shahn has two entries (not lines); Charles Sheeler, five citations; John Marin, a line and a quarter. One wonders if the index isn't another one of Marcel Duchamp's "ready-made" fakerys.

The prejudice that gives the book what coherence it has—that all American painting has labored mightily toward the final achievement

of Jackson Pollock, Willem De Kooning, Hans Hofmann, Franz Kline, William Baziotes, and other conformist nonconformists—is interesting to the American intellectual historian, but the book can hardly be recommended as an introduction to the last fifty years of American painting. John I. H. Baur's *Revolution and Tradition in Modern American Art* (Library of Congress Series in American Civilization: Harvard University Press, 1951) will prove more useful than several *ex parte* productions like Blesh's. All the Blesh book could possibly do would be to make the nonobjectivists seem more objectionable than they really are: their "visual research" has enriched all our eyes; it is only when they (or their publicists) presume that their small vein exhausts the rich and variegated lodes of artistic expression, that they need a comeuppance. They then deserve the same baiting that they have been giving whatever they regarded as "bourgeois" for the last few generations. I wonder how many people will be misled by the A. A. Knopf label on this book. It is not worthy of that publisher.

In fact, one wonders just how much can be expected today, text apart, from an "art book" in the \$5.00 range. The one under examination has sixteen dingy black-and-white illustrations, most of which are gossip pictures rather than reproductions of the painting and sculpture under consideration. Skira's "Taste of Our Times" series is uniformly splendid, but individual art books are generally dismal indeed.

Magazines, ironically, do a much more impressive work of art criticism for much less money. I say ironically because somehow the book still has more cultural prestige than the magazine. To be specific, take 70-cents' worth of magazines at newsstand prices: the three under consideration—*Time*, *Life*, and *Look*—appeared within a two-week span.

*Time's* much less obnoxious crusade for realistic American art can be inferred from the fact that, whereas Blesh's book cited Edward Hopper exactly three times, *Time* gave Hopper the cover treatment, the Luce cultural equivalent of a twenty-one-gun salute. Hopper "stares with sober passion at the most ordinary things about the U.S., sights that esthetes turn away from and everyone else takes for granted." A kind of Paddy Chayefsky of paint, Hopper creates wonderfully evocative canvases of gas stations, all-night diners, Sunday-morning urban facades. Hopper "paints not only what Americans have seen from the corners of their eyes," art editor Alexander Eliot writes, "but also

what they have dimly thought and felt about." What was so often felt but ne'er so well expressed about lonely life in mass America is Hopper's special province. Eliot is anxious to reveal how such democratic art need not lead to a dead average in a section called "New Men and Fresh Eyes." "In an age when equality under God is too often confused with sameness, and all races and places are presumed to be really alike underneath, Americans are apt to underrate their own heritage. Not Hopper, who says flatly that 'a nation's art is greatest when it most reflects the character of its people.'"

The evidence to prove Hopper's point Eliot has assembled in a color folio of paintings by Benjamin West, Gilbert Stuart, John Singleton Copley, Raphaelle Peale, Charles Willson Peale, John Vanderlyn, Thomas Cole, Washington Allston, Asher Durand, Charles Russell, Thomas Eakins, Albert Pinkham Ryder, Winslow Homer, and Hopper himself. This folio, Eliot feels, shows that realism can be the precise opposite of stodginess, that it can and does rise to the challenges of continual change, visible and invisible, in American life, and that realism and romanticism need not be mutually exclusive. That Eliot is not doctrinaire in his advocacy of sensitive realism is clear to every faithful reader of *Time's* art section. He knows the modernists, appreciates them, can explain their strengths to the intelligent reader. That is one of the great advantages of *Time's* weekly art reproductions—that they are accompanied by prose unpretentious and functional, that they are explicated to such a degree that a year's subscription to *Time* includes tuition to a course on the plastic arts with an unrivaled teacher. Indeed, I wonder what exciting things would happen to American eyes if high-school English teachers were to spend ten minutes a week talking over Eliot's current choice with their students. There are rumors that Mr. Alexander Eliot is finishing a book based on the reproductions used in his weekly *Time* department. When it appears, it deserves a place in every classroom library of the fine arts.

The *Life* Christmas bonus, "American Ladies the Artists Painted," is still another example of the remarkable things that happen when a wealthy magazine attempts to satisfy every level of taste in its possible audiences. Geared to the special issue on the American woman, the paintings reveal eloquently the special dimension of meaning the artist provides us. There are paintings of American women by John Trumbull, Thomas Sully, Rembrandt Peale, Winslow

Homer, William Glackens, Thomas Eakins, M. J. Heade, Mary Cassatt, John Singer Sargent, George Luks, George Bellows, and Andrew Wyeth. These reproductions are worth in themselves more than the 35-cent cost of the issue.

*Look*, in a similar attempt to appeal to literate readers, has started a series called "The Story Behind the Painting," a page of text explaining the background of one full-page color reproduction, in this case a painting by the Italian expressionist, Amedeo Modigliani. Once again, the reproduction itself is worth more than the entire cost of the issue (15 cents).

The *Life* and *Look* approach is rather too much anecdotal and too little critical, but the teacher can explicate the painting himself by reading easily available texts like those in the paperback Pocket Library of Great Art (50 cents each.) The important thing is that these wonderful paintings are available to the humblest classroom. Our textbooks will never be able to match the weekly visual abundance of the ad-fat magazines. We can effectively incorporate these newly available visual arts in our curriculums, however, by including essays on art appreciation in our new anthologies, by building libraries of paperbacks on art, and by using these inexpensive reproductions on bulletin boards and with opaque projectors whenever they can be related to the literature or history curriculum. Such art history and criticism does not offer itself as an optional method of teaching but as an essential added dimension to cultural study. Because if we don't include such materials in our teaching, we face the illogical paradox of having our students' spare-time reading materials more cultural than their in-class texts. To prove to yourself the practicality of teaching such art appreciation, order enough copies for one class of the *Time* cover story on Edward Hopper (Educational Department, 9 Rockefeller Plaza, New York 20) and use it as a text. The issue will have permanent value for either American literature or American history classes and is representative enough to show what can be done with this most inexpensive kind of reading material.

But, paradoxically, pages of cold, analytical print are still the most effective approach to the warm, sensuous pleasures of paint. Philosopher of art Stephen Pepper, for example, broadens and deepens our appreciation by applying the rigorous disciplines of logical thought to a common phrase, "the work of art."

Logical positivism, he explains, a powerful

current in contemporary academic philosophy, divides statements into two kinds: cognitive (when you can check facts) and emotive (when you express a wish). Logical positivists contend that judgments about art are really emotive statements, which can be neither true nor false, but merely pretend to be objective, cognitive statements. Mr. Pepper's book is a series of essays attempting to undergird the bases for objective judgments in the realm of art. His basic strategy is to distinguish three objects clustered around the diffuse term "work of art": the physical vehicle, as in pigment and canvas; a series of immediate perceptions of a particular painting; the object of criticism, which is the possibilities of vision available to the trained viewer of that painting. English teachers will find this difficult book worth the effort for two reasons: aesthetics is that branch of philosophy most germane to teaching of literature, and a philosophical framework provides immensely enriching perspectives; further, the ability to see common traits in all the arts gives a teacher facility in using intra-artistic examples in teaching. Finally, in an age of students "who know what they like," and who are prone to subjectivism in their appreciation of art, Pepper's little volume will provide the teacher with ammunition for explaining why and how art can be objectively examined. A volume like this gives one the kind of arduous philosophical training that immensely enhances the enjoyment of color reproductions now made widely available in mass magazines.

P.D.H.

### From the Critics' Notebook

Excerpts from "Literature and Censorship" by the eminent Jesuit theologian, John Courtney Murray, S.J. Complete text is available free from the Fund for the Republic, 60 E. 42d St., New York 17, N.Y. Father Murray's talk combines a respect for artistic freedom and a commitment to public morality rare in current discussions about censorship of movies, TV, paperbacks, and other popular media.

"... Who is competent to censor, even in some extralegal fashion? To say that all censorship should be a juridical process is to say by implication that it ought to be intelligently done. This means close attention to the qualifications of the censor. . . . Censorship is no job for the amateur. Like stress is placed on the censor's obligation to perform his task impar-

tially, in the fullness of the judicial spirit that forbids the intrusion of any private likes or dislikes. In the process of censorship there is no room for the personal, the arbitrary, the passionate. The censor is not called upon for a display of moral indignation; he is asked only for a judgment, calm and cool, objective and unemotional. So too in the civil sphere, the less we have of moral indignation, and the more we have of professional competence and an unclouded faculty of judgment, the better it will be for the juridical nature of the censorship process. . . .

"Certainly the ordinary father and mother ought to be qualified to act as censors within the family. And to decide what their children may or may not be prudently exposed to, in the way of reading, movies, etc. But I should not think that the ordinary father or mother, *qua* such, is qualified to act as censor within society at large, or to decide what literature and movies may be displayed before the general public. Society has an interest in the artist's freedom of expression which is not necessarily shared by the family. If adult standards of literature would be dangerous for children, a child's standard of literature is rather appalling to an adult. If therefore any censorship is to be administered in the interest of society, the professional competence of the literary critic must play a role in the process. . . .

"The contemporary argument about censorship is sometimes described as a 'battle between the literati and the philistines.' The description is snobbish, if you will. But it would be lamentable if Catholics were to go over to the camp of the philistines. After all, we do stand, not only within the oldest religious tradition of the Western world, but also within its most venerable tradition of intellect, literature, and art. The tradition has produced great achievements in writing, painting, and the plastic arts. Not all of them are fit for children indeed—not even the Bible in all its parts. But that is no justification for any form of philistinism. . . ."

**HALLMARK: THE SPONSOR AS HERO.** English teachers have many reasons to buy their cards from Hallmark. Maurice Evans' splendid TV productions of Shaw and Shakespeare, some of which are available free from Association Films, Inc., 347 Madison Ave., New York City, are becoming high points of many literature classes. Hallmark's decision to bring Broadway to the American living room will not go unrewarded in a business way. Hallmark sees that its future depends on a growing body of Americans with

mature taste. To sponsor a popular but witless situation comedy would be to invest in its own future bankruptcy.

The following excerpt from *Variety* (December 26, 1956) explains Hallmark's point of view and shows, again, why *Variety* belongs in classroom media libraries:

"George Schaefer, producer-director of the 'Hallmark Hall of Fame' spectacles on NBC-TV, finds himself in the enviable position of having a sponsor who doesn't mind a bit of controversy here and there so long as it falls within the over-all scheme of bringing adaptations of proven Broadway properties to video. In fact, the insistence on the 'adult drama' of the legit theatre as contrasted to some of video's toned-down themes is a bankroller change of pace in itself."

"Schaefer, who's represented on Broadway this season with 'The Apple Cart,' which he directed, and has worked in films and legit as well as tv, states 'there are two things in television that you can't get in any other medium.' One is the situation where two people playing a scene catch fire in close-up. That kind of spontaneous build-up often occurs on the stage, but you can't see the faces. And while you can see the faces in films, you rarely get that sort of spontaneity, he states. The other unique quality in tv is strictly a directorial advantage, the ability to call the shots while a full production is in progress."

"Schaefer says the arrangement sometimes used on tv where a film or legit director is brought in to stage a production and a technical director calls the camera shots and switches—a point under union contention on the billing end, incidentally—"must be awfully difficult for the actors. The chief problem is that the stager, without television experience, will stage the production in rehearsal one way, but when he gets to the studio and finds the camera requirements are different, the actors often have to change their directions completely. The answer is close cooperation all the way through between the outside director and the technical director."

### Transcription

"Ballads of the Civil War" (Folkways) sung by Hermes Nye with guitar provides the teacher of American history with twenty-one songs that vividly present students certain mid-nineteenth-century American feelings and emotions associated with that watershed in our own history. The album-text containing all the lyrics and useful historical notes is enhanced by many

black-and-white cuts culled from old newspapers and magazines.

It strikes me that in certain instances some of these songs can "teach" a point about our history better than any dry generalization, however comprehensive and accurate. Take the fact that some people called "abolitionists" dedicated themselves to blotting out the infamy of slavery; how can you give students the feeling of moral fervor that motivated these folks? "The Abolitionist Hymn" beginning, "We ask not that the slave should lie/As lies his master, at this case,/Beneath a silken canopy/Or in the shade of blooming trees" will surely make the point for you. Julia Ward Howe's "The Battle Hymn of the Republic" is also here.

How dramatize the divergent points of view that exploded in our civil holocaust? Compare "Lincoln and Liberty," a celebration of the President's first successful campaign, and "The Bonnie Blue Flag," a song of dedication to the new Confederate flag: "We are a band of brothers, and native to the soil,/Fighting for the property we gained by honest toil;/And when our rights were threatened, the cry rose near and far/ 'Hurrah for the Bonnie Blue Flag that bears a single star!'" The personal suffering and hardships caused by the war are vividly captured in songs like "When This Cruel War Is Over," "All Quiet Along the Potomac," "In Charleston Jail," and "Long-street's Rangers."

Humor that helped make the war tolerable twinkles in the Confederate parody of "Farewell Mother": "Farewell, mother! for you'll never/See my name among the slain./For if I only can skedaddle,/Dear mother, I'll come home again." "Goober Peas" and "There Was an Old Soldier" capture more of the lighter side of the soldier's image of war.

Finally, how explain the rancor and the recriminations that make the Civil War a terrible American legacy to this very day? How make them feel the anguish of the Reconstruction? Let your students listen to "Old Rebel," particularly the last stanza: "I can't take up my musket/And fight 'em now no more;/But I ain't-a-going to love 'em,/Now that is certain sure;/And I don't want no pardon,/For what I was and am;/I won't be reconstructed,/And I don't care a damn."

These songs of the folk, because they were at times the sole outlet for deeply felt ideas and reactions to events of the Civil War, can bring a moving personal dimension to the historian's abstract generalizations about our Civil War.

P.D.H.

## SCREENING

### Giant

Over a year of advance publicity and "hoopla" advertising whetted movie-goers' appetites for the release of *Giant*, a three-hour and then some, wide-screened, Warner color saga of modern Texas, from the novel by Edna Ferber. *Giant* was bound by sheer size and scope to be one of this year's big films, and in addition was directed by mastercraftsman George Stevens (of *Shane* and *A Place in the Sun*), with a roster of popular stars.

Excessively long and often slow, the film has at least one moment of cinematographic grandeur—the footage in which Jett Rink (James Dean) takes possession of his first land, left to him by Bick's sister. Here, Mr. Stevens' direction and Dean's acting have made something very beautiful—wordless and moving in a picture too often wordy and too seldom moving. This is the kind of dramatic moment no other medium can convey so well as the motion picture.

*Giant* is interspersed with tedious and soap-operatic moments (complete with organ theme music). This is not because the novel lacked interesting subject matter. Mr. Stevens chose to present his *Giant* as a love story primarily, rather than to remain true to the spirit of Miss Ferber's book, in which the romance, lacking interest and emotional depth in its own right, seemed subordinate to the social themes.

In the two million acres of Reata, Miss Ferber created a ranch representative of the whole of post World War I Texas; she illuminated its evolution from a vast semifuedal state into one more modern (with the beginnings of true democracy) through the story of her central characters, Bick and Leslie Benedict. These two are very opposite and from very different backgrounds. Bick, Reata's owner, is the second "king" of what he hopes will be a cattle dynasty, and Leslie, the lovely, intelligent bride he brings home from the more civilized East, is gently bred but independent, with real ideas of her own. Leslie expects to find Texas as Bick has described it to her—vast, exciting, and free. Instead, she finds much to cope with that is unexpected. In place of the comforts of a cozy ranch house, she finds a huge Victorian monstrosity rising suddenly from the prairie, and in contrast to the graceful ease to which she has been accustomed, a way of life that is strange and austere.

At first intrigued by the picturesque *vaqueros* and their families, she becomes disturbed by Bick's reaction to her courtesy toward them. Leslie soon discovers that the Mexicans, totally dependent on Reata for their living, inhabit a different social world from the ranchers, and even from the other hired hands. They cling to a rich cultural tradition, language, and religion of their past, which still gives meaning and dignity to their separate existence. Economically they have little hope of bettering themselves. Often miserably poor, they live in hovels without proper medical care or the chance to acquire the rudiments of an education. These are matters which trouble Leslie. Bick and the others are either indifferent or simply disdainful. Wrapped up in his roundups and cattle-breeding projects, Bick tells Leslie to stop "making a fuss over the Mexicans," because "We don't do that here in Texas." But a lot that "isn't done" in Texas, and that Leslie would like to see modified, changes in the 25 years spanned in the book and in the movie.

First comes the striking of oil, and a boom that overnight produces a new wealthy group Bick calls "the oil upstarts." Jett Rink, notoriously, is one of these. The "upstarts" bring tremendous commercial expansion; towns grow and prosper, and there are greater economic opportunities—even trickling down to the Mexicans. Shaken at last is the position of the cattlemen, unchallenged for a hundred years and maintained by their control of the land, the means of livelihood for hundreds, and of votes. Then gradually their vast holdings are nibbled at; modern range management and long-term reseeding begin to make cattle ranching practical as a way of life for the many, instead of just the few, the "giants."

But economic opportunity alone is not enough to erase over a century of complete suppression and bigotry toward the Mexicans—some of whom had families in Texas before the first American homesteaders.

Even the mighty Benedict family eventually has to face prejudice, through Bick and Leslie's son Jordy and his lovely Mexican wife and baby son. Disappointed that his son has refused to take over Reata, preferring to become a doctor "down in Spigtown," Bick has at least been big enough to accept young Jordy's calling and grudgingly to accept his marriage, because Juana "is a decent girl." He is too traditionalist and has too many unfulfilled dreams to realize, as Leslie does, that even if the old social structure is crumbling, a new and better one will take its place. She has long felt, and

warned him too, that some day oil, the ranch, and the bigotry toward the Mexicans will catch up with them, as it does. And she has warned him too that the solution may take another hundred years. Bick says that sometimes he feels like a failure. Leslie says that sometimes she has thought so too, but that when she looks at their Jordy she can say to herself "Well, it looks as if the Benedict family is going to be a real success at last."

*Giant* is a slick popular novel of no great literary merit, but one rich in sociological data and with real perception in the presentation of the social structure and culture of that singular state, Texas. Though lacking in emotional depth as a romantic novel, because the style is expository rather than evocative, and because romance has certainly not been the author's main theme, *Giant* has some telling comments to make on a contemporary social problem. Too bad that this problem has not been realistically treated in the movie version.

To this reviewer the movie's attempt to resolve the prejudice issue (by having the aged Bick get into a fight in a snack bar to defend the rights of some Mexican travelers) was a little too pat and anticlimactic to be convincing. But the cloying sentimentality of *Giant*'s last few moments on the screen were a real insult to good taste. The camera pensively focuses first on one blue-eyed blond Benedict grandchild and then on the second, brown-eyed olive-skinned Benedict grandchild. Good! Perfect! But how could the great Stevens permit that final swing of the camera, as in the background appears a little white lamb nuzzling (you guessed it) a black calf—followed by a fade-out of the two shots double exposed!

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*Giant*, a novel by Edna Ferber. New York: Pocket Books, Inc., 630 Fifth Avenue. Cardinal edition, 35 cents.

#### SUGGESTED TOPICS FOR DISCUSSION

(1) How could the message of *Giant* have been more effectively represented in the movie? If you agree that the movie was too long, what changes would you suggest to make it more dramatic and concise?

(2) Do some research on Texas history. How authentic or fair do you feel the screen presentation of it was?

ELLEN CONROY KENNEDY  
Research Associate, Mass Media Awards Program  
Thomas Alva Edison Foundation

# ► Audio-Visual News ▼

By EVERETT B. LARE

## Electricity Unit: Study Guide

A unit on electricity would find the following audio-visual materials very valuable. Most of them are free and those from the United States Air Force are very good, better than most rental materials and not very well known. To obtain films from the United States Air Force, a form in triplicate must be completed and returned.

Films may be obtained for as long as two weeks and the service is excellent. Requests must arrive in the film exchange fifteen days prior to showing date. A film certificate must be executed showing compliance with Air Force regulations.

### STATIC ELECTRICITY

*Electricity and Magnetism, Part I—Elements of Electricity*, film (free loan), Eastern Film Exchange, Air Photographic and Charting Service, 1612 S. Cameron St., Harrisburg, Pa. This film shows an officer explaining by means of demonstrations and diagrams the theory of static electricity. It takes up the structure of matter with special emphasis on elements and compounds and the simple structure of the atom. Demonstrations are given with a rubber rod and fur; also, a glass rod and silk. An electrostatic machine produces a spark. In a vacuum discharge tube a stream of electrons is deflected by a magnet. In another tube a paddle wheel is bombarded with electrons, making the wheel turn. The film closes with a summary.

Suitable questions for a general science class follow:

1. Give an example of static electricity.
2. Define "molecule."
3. How do scientists know that water is not an element?
4. Name three examples of elements.
5. Why is salt considered a compound?
6. In an atom how does a proton compare with an electron?
7. When fur is rubbed on a rubber rod, what charge is on the rod?
8. When two minus charges are brought together, what is the result?
9. When a glass rod is rubbed with silk, what charge is on the glass rod?
10. When a plus and a minus charge are brought together, what is a result?

### CURRENT ELECTRICITY

*What Is Electricity?* film, 13 min. (purchase \$62.50). Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill. This film traces the historical development of our knowledge of electricity. Classical experiments are shown as done by men like Thales, Franklin, Galvani, Volta, Oersted, Faraday, Dalton, and Thompson. Then comes a comprehensive treatment of the simple structure of the atom. This is expanded to show that the loss or gain of an electron produces a positive or negative charge. This charge then will be attracted or repelled, causing a movement of electrons, or an electric current.

*Electricity and Magnetism, Part II—Ohm's Law*, film, 15 min. (free loan), Eastern Film Exchange, Air Photographic and Charting Service, 1612 S. Cameron St., Harrisburg, Pa. This film is the best film we have seen on this subject. It portrays an exceedingly dumb Air Force student and his difficulties in understanding Ohm's law. By blackboard demonstration and experiments the student finally understands the relationship between the units of Ohm's law. The following questions show the subject matter of the film:

1. What is the difference between free and bound electrons?
2. Why is copper a good conductor of electricity?
3. When electricity is passing along a conductor, what is moving from atom to atom?
4. What does "I" stand for in Ohm's law?
5. In what units is current measured?
6. What produced E or electromotive force?
7. What is the unit of EMF?
8. In Ohm's law, what does "R" mean?
9. What instrument is used to measure amperes? volts? ohms?
10. What is the effect on current of doubling the EMF?
11. In what three ways may the resistance be made greater?

*Principles of Electricity*, film, 90 min. (free loan), color, General Electric Co., 570 Lexington Ave., New York City, or other G.E. offices. This film is especially good in developing the concept of the induced current. It opens with an explanation of the structure of the atom.

It is shown that extra electrons make a minus charge and that too few electrons make a plus charge. With this in mind, the film turns to a consideration of a zinc plate in one container in an acid and a copper plate in a similar solution. The ideas of pressure, current, and resistance are then presented. Animation effects using Mr. Electron are effective in the emphasis that current is a movement of electrons. The subject of free electrons gives an explanation of insulators and conductors. Mr. Electron is shown again when a wire is moved between the poles of a magnet. By holding the wire still and allowing electrons to flow through it, the principle of the electric motor is demonstrated.

Suggested questions:

1. What causes pressure in a voltaic cell?
2. In what direction does current flow in a wire connected to a voltaic cell?
3. What type of charged bodies give off electrons?
4. What is a movement of electrons on a wire called?
5. What are substances with no free electrons called?
6. What causes heat and light in some conductors?
7. What surrounds all magnets?
8. What is the effect on electrons in a wire that is moved between the poles of a magnet?
9. If the wire is still and electrons are flowing in it, what is the effect on the wire?
10. Name a use of this idea.

*Electricity and Magnetism, Part III—Voltaic Cells, Dry Cells, and Storage Cells*, film, 20 min. (free loan), B & W, Eastern Film Exchange, Air Photographic and Charting Service, 1612 S. Cameron St., Harrisburg, Pa. This is the typical Armed Forces film, using equipment in the film to demonstrate experiments that might have been performed in the laboratory. However, if the equipment was not available for the demonstrations, and as a supplement to the demonstrations, this film fills an important place. The film is divided into three sections: voltaic cells, dry cells, and storage cells. Practical applications are made in each case. The subject matter covered is shown by the following questions:

1. Who first showed that chemical energy may be changed to electrical energy?
2. Name two electrodes and one acid that may be used in a voltaic cell?
3. In a voltaic cell what is the liquid called?
4. Which electrode gives off electrons?
5. In a storage cell, what material are the two electrodes and the electrolyte?

6. What is the most important advantage of a storage cell?

7. In a dry cell, what are the two electrodes and the electrolyte?

8. Why should dry cells be removed from equipment when not in use for a long period of time?

*Basic Electricity*, film, 20 min. (free loan), color, Eastern Film Exchange, Air Photographic and Charting Service, 1612 S. Cameron St., Harrisburg, Pa. This film uses color and animation to build the concepts of induction. Mr. Volt, Mr. Ampere, Mr. Resistance are introduced. Mr. Volt runs interference for Mr. Ampere to overcome Mr. Resistance, but in so doing Mr. Volt shrinks down to nothing. This is called voltage drop. Ohm's law is explained. By animation the difference between AC and DC current is explained. The expanding and contracting magnetic field around an AC conductor is pictorially shown. It is then shown that if another conductor is placed near this field, it will be cut by this changing magnetic field. From this is developed the transformer. The second half of the film takes up the bridge circuit and its use in controlling a plane. This part is too complicated for a ninth-grade course but would be suitable for a physics class.

### Industrial Arts

*Wood Finishing*, 16 mm film, 400 feet, B & W (\$50), Young America Films, 18 E. 41st St., New York 17, N.Y. This film ably demonstrates the principles and procedures for finishing furniture and other articles made of wood. The major features presented are the preparation of surfaces to be finished, the use of paints, stains, fillers, shellac, lacquers, varnishes, and rub-on finishes, and the final waxing. This aid can be most useful in preparing a class for such activities in woodworking. (Jr. and Sr. H., College, Adult Ed.)

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